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A NATIONAL DEMONSTRATION PROJECT UTILIZING TELEVISED MATERIALS FOR THE FORMAL EDUCATION OF CULTURALLY DISADVANTAGED PRESCHOOL CHILDREN. FINAL REPORT.

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TO SUPPLY DISADVANTAGED PRESCHOOL CHILDREN WITH CULTURALLY STIMULATING EXPERIENCES, A TV SERIES, "ROUNDABOUT," WAS DESIGNED TO BE USED IN WASHINGTON, D.C. INNER-CITY PRESCHOOL AND DAY CARE CENTERS. THE 15-MINUTE PROGRAMS WERE TO INTRODUCE NEW EXPERIENCES AND SUPPLEMENT REGULAR ACTIVITIES. IT WAS HOPED THAT THE CHILDREN WOULD IDENTIFY WITH A POSITIVE MODEL, THE MALE NEGRO STAR. TWICE WEEKLY FOR 28 WEEKS THE PROGRAMS WERE SHOWN, AND THE REACTIONS OF 60 3- AND 4-YEAR-OLDS IN 3 SELECTED SCHOOLS WERE OBSERVED. TEACHERS HAD A WEEKLY, INSERVICE TRAINING SESSION. BOTH TEACHERS' AND OBSERVERS' ANECDOTAL RECORDS WERE CODED INTO 13 CATEGORIES AND STATISTICALLY DESCRIBED. IT WAS FOUND THAT THE PRESCHOOLERS IDENTIFIED ONLY SLIGHTLY WITH THE TV PERFORMER, THE TEACHERS MADE INSUFFICIENT USE OF THE SERIES, AND THE CHILDREN HAD TOO LITTLE SPACE TO PARTICIPATE IN THE SUGGESTED MOTOR ACTIVITIES. FURTHER RESEARCH MIGHT TEST THE HYPOTHESES THAT SCHOOL ACTIVITIES REINFORCED AT HOME PROVIDE MORE LEARNING, LOW AND MIDDLE INCOME CHILDREN REACT SIMILARLY TO A TV CURRICULUM IF TEACHING ABILITIES ARE HELD CONSTANT, AND THE MORE CREATIVE THE TEACHER AND THE MORE "UNREALISTIC" THE TV CHARACTERS, THE MORE THE CHILDREN RESPOND TO TV. APPENDICES INCLUDED IN THIS REPORT ARE, (1) DEMOGRAPHIC DESCRIPTION OF THE POPULATION, (2) IN-SERVICE TRAINING QUESTIONNAIRE, (3) MONITORS FORM, (4) FREQUENCY OF RESPONSES FOR SCHOOLS, (5) CODING CATEGORIES, AND (6) ANECDOTES. (MS)

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A National Demonstration Project Utilizing
Televised Materials for the Formal Education
of Culturally Disadvantaged Pre-School Children

July, 1966

U.S. Department of Health, Education and Welfare

Office of Education
Bureau of Research

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CULTURALLY DISADVANTAGED PRESCHOOL CHILDREN

Project No. 5-0309
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The United Planning Organization
Washington, D. C.

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The television project, "ROUNDAABOUT," represents the cooperative efforts of many individuals and groups.

The support and understanding, from Robert D. Smith, Program Director of WETA-TV, which developed from the germinal stages and continued for the life of the project, made possible the successful completion of this experimental series.

The WETA production staff, led by Rose Mukerji, the WETA Project Director, enthusiastically involved themselves in this innovative approach to the special needs of inner-city pre-schoolers.

Norman Nickens, Assistant Superintendent for the Model School Division of the D.C. Public Schools, and Audrey Gibson, Director of the Model School Division Pre-Schools, warmly supported and contributed to the project, as did the staffs and children of the participating schools.

Kay Burke and June Gittelsohn, of the United Planning Organization Research Staff, are responsible for the research and evaluation sections of this report, and deserve special mention. In light of the paucity of both research findings, instruments and findings in the field which this project addressed, the path they trod was necessarily an experimental and untried one.

Donald Henderson, UPO Research Director, and Frances Hart, Eva Flipping, Pat Morris, Ernest Reid, Nancy Casey and Ruth Falk who provided monitoring and coding services, contributed invaluable support to the total effort.

Finally, the climate of concern, and freedom to experiment, which characterized both the United Planning Organization and the Greater Washington Education Television Association (WETA-TV), and the willingness of the U.S. Office of Education to support such experimentation, made possible the breaking of new ground in pre-school education and programming for inner-city, "disadvantaged" children.

INTRODUCTION

Background:

The origins of the ROUNDABOUT project lay in a growing awareness of two facts: 1) that television was playing an increasingly greater role in the lives of children of all classes, racial groups and ages, and 2) that the surge of interest, money and support suddenly available in the area of pre-school education, with special emphasis on the "disadvantaged" child, would inevitably force a change in the traditional modes and scope of this education.

Thus, while millions of dollars became available, almost literally overnight, as a result of the advent of the Head Start programs, earlier, local pre-school ventures, many connected with anti-poverty efforts, preceded Head Start as an expression of national concern.

Through these experimental programs, which focused attention on the early education of the "disadvantaged" child, new approaches began to be developed, and more widespread awareness of the "special" problems of educating inner-city children began to be felt.

The United Planning Organization, as the anti-poverty agency of the Greater Washington area, had earlier funded an experimental pre-school program operated by the public schools of the District of Columbia. As a result of this experience, UPO began to explore new ways of approaching the early education of the "disadvantaged" child.

The Model School pre-school program, funded by UPO, operated under the overall aegis of the D.C. Board of Education. It was, however, part of a semi-autonomous administrative unit, created by the Board of Education, known as the Model School Division. This MSD, was charged with developing experimental and innovative programs designed to meet the special needs of disadvantaged children, which, if successful, could be replicated on a larger scale throughout the system wherever the need existed.

As part of the MSD, the pre-school program operated five centers in the Cardozo area of Washington. This so called Target Area had been designated in a study funded by the President's Committee on Juvenile Delinquency and Youth Crime (WAY Report) as the section of the city with the highest indices of delinquency, family breakdown, sub-standard housing, alcoholism, welfare dependency, etc., etc.

The children who attend the MSD pre-schools were thus eligible by any standard of judgment, for all the support, resources, special and compensatory programming the community could muster to supplement the inadequacies of their home environments.

The United Planning Organization, in conjunction with the Public School System of the District of Columbia and Channel 26, WETA, proposed to present a television series aimed specifically at three and four year old children who lived in the Cardozo Area of the District of Columbia and other designated areas of poverty within the metropolitan area.

This series was to be built around the needs and interests of this

particular group within the population, though of course thousands of other children of this age would enjoy benefits from viewing and participating.

The programming of the series was to be integrated into the daily schedules of the Model School System's Pre-School Centers which operate in the Cardozo Area. At the time, approximately 200 children were in attendance at the Centers. An increase of several thousand in the pre-school population was expected with the introduction of "Project Head Start" in the Washington Metropolitan area. In addition, it was anticipated that other pre-school and day-care centers throughout the metropolitan area would utilize the series as part of their own curricula, and of course the series was available to the 250,000 homes in the metropolitan area which received Channel 26.

Problem

The combination of inappropriate attitudes toward the school experience and a lack of familiarity with the values of education which often exist in older children from low income neighborhoods may also be found in pre-school children. This suggests that the earlier these problems are met, the greater the probability that benefits from the educational process will increase. It was the task of the pre-school program, therefore, to provide the children of the Target Area, not only with enjoyable and satisfying pre-school years, but also to start them on the path toward successful scholarship.

The sudden and intense demand, as a result of the anti-poverty programs, on the limited numbers of trained, professional pre-school teachers and other personnel, far outweighed the supply, both nationally and locally. In addition, the new approaches of anti-poverty legislation and specifically of Head Start philosophy, injected new dimensions into the traditional nursery education repertoire.

New roles for teachers, sub-professionals and other categories of personnel were developed; and an approach which attempted to deal with the whole child as a part of a family and a community was undertaken - i.e. the educational, medical, nutritional, social and other needs of the child were seen as the responsibility of the school, rather than merely the "educational" roles traditionally assigned to the school.

Obviously, personnel with adequate training and orientation was in short supply. Instant "poverty teachers" could not be manufactured to staff the "crash" programs which came into being.

One approach to a solution of the problem was the creation of "ROUNDABOUT".

Purposes:

The objective of using especially-designed television programs as part of the activities of pre-school and day-care centers was to bring into the curriculum of the Centers a large variety of experiences and activities not easily accomplished with the limited resources of the center, and to bring the children into continuing intimate contact with

resource persons with a wide variety of skills and backgrounds. The programs would also provide filmed field trips to many locales, and act as audio-visual previews to heighten the meaningfulness of field trips which the children of the centers would themselves take in the future.

Television programs (like films) are unique experiences in that they permit the assembling of a great variety of visual and auditory experiences into a brief time period, not possible in even the most elaborately equipped classroom. There is extensive evidence that young children tend to accept television experiences as very close to real ones. Their exposure to, and observation of, the wide world can thus be implemented by allowing television to bring to them sights and sounds they would not see until they escaped the confines of their homes and neighborhoods.

Television makes it possible to bring to all of the centers at one time, and to privately operated centers as well as into individual homes, experiences and guided activities in science experiments, artistic expression, music and rhythm, story-telling, manipulative skills, vocabulary building, as well as field trips to zoos, museums, water-fronts, office buildings, dairies, fire stations, factories and many other environments seldom seen by youngsters. It also allows for "visits" with firemen, policemen, doctors, outstanding teachers, father figures, and others who could not regularly visit all of the centers. Perhaps most important, television can permit dramatization and role playing by children, as stimulating experiences that will lead to discussion and problem

solving by the children in the centers after the programs.

Objectives and Hypotheses

"ROUNDABOUT", thus, was conceived with several sets of goals. Among these were the reinforcing of undertrained or inadequately trained personnel by providing demonstrations of effective teaching, examples of subject-matter and materials appropriate for inner-city pre-school use, and enriching and broadening exposures to both people and places that would not be part of the every day curriculum.

Of major importance was the objective of presenting positive models of role identification to a population which is accustomed to seeing itself in the mass media in either inferior roles, or not at all.

The assumption in the latter case was that inner-city children, i.e. the urban Negro poor, frequently lack positive male models in their family groupings, and therefore the presentation on the television screen of a friendly, supportive character who might become a consistent part of the daily lives of the children might have positive learning and social effects.

Further, it was felt that this same population seldom sees in the media, whether it be television, textbooks, magazines or story books, other children like themselves - that is, their own reality is seldom reproduced as a normal part of their visual experience.

This latter is especially true of the daily television diet which occupies so much of the waking hours of pre-school children. If, as early studies began to show, young children absorb, or can absorb, many kinds of

learnings from constant television exposures, then the exploitation of the medium for positive educational, social and psychological objectives should become a primary goal of those concerned with education for the disadvantaged child.

These goals were intended to provide the framework for the educational and programmatic content of the series. The series was designed to be viewed as part of the MSD pre-school program, as an integral element in the daily schedule of activities. The focus was thus on the in-school child and teacher, rather than the home viewer, though obviously the child and parent at home could enjoy and utilize the program effectively.

The educational objectives of the series were, additionally, to provide programs which would introduce into the curriculum a variety of experiences and activities which are highly desirable but could not be produced by the teacher in the classrooms with their traditional store of teaching resources, and to enrich and extend, through audio visual techniques, the daily activities in which the students regularly participate. In summary, the programs were to be integrated into the pre-school schedule so that they both supplemented regular learning activities and introduced new elements that would be very difficult to create in a classroom context without television.

Further, the demonstration and evaluation objectives were to:

- a. develop and refine effective techniques for evaluating televised materials designed for pre-school culturally-deprived children, and the various methods of using such materials in the classroom and home-viewing context.

- b. demonstrate and evaluate various techniques of television programming designed to meet the educational criteria as specified above.
- c. demonstrate how televised materials for students, in conjunction with regular programs specifically designed for teachers, can function as part of an in-service training program for teachers and teaching assistants of pre-school pupils.
- d. demonstrate how the same televised materials can be attractive to, and used by, culturally-deprived children viewing at home, and how the parents can become interested and involved in the early education of their children.

The aim was to involve the child viewer -- by using him on camera, by having him use learning materials such as those used on the programs, by depicting situations with which the child closely identified and with which he became emotionally involved, by eliciting physical responses to what was seen on the screen in the form of dancing, rhythms, singing, painting and other creative activities. The child would not simply sit back passively and watch a noisy overstimulating and/or soporific display pass before his eyes, as he has grown accustomed to doing in the home viewing situation. The programs were to be designed to give him new ideas that would result in activities and discussion following the programs.

One of the more interesting developments during the production phase of the project, related to the above goal, was the difficulty of simultaneously meeting the social-psychological educational goals set forth above, while at the same time meeting production requirements, with their attendant limitations of time, staff and funds.

The utilization of children on the programs, for example, proved to be more difficult, from a production point of view, than had been originally anticipated by the framers of the proposal.

Young children, unrehearsed and spontaneous, obviously don't do with any consistency what may be required to advance a particular program's aims. This, coupled with the relative inexperience of the non-professional "teacher-performer", frequently produced a situation where tapes turned out to be useless, or the children grew too tired or fidgety to be taped, or they were unresponsive or too passive on a given production day, etc.

The WETA production staff, however, made the determination to produce fewer programs with children participating as integral parts of the program, due at least in part, to the time schedules for production that had to be observed to meet the project deadlines.

Among the elements, which led to this decision, as mentioned above, was the deliberate and conscious choice of a non-professional, non-teacher to be the continuing on-camera performer.

The risks of such a choice were to some degree anticipated, but the values that were hoped for in a warm, outgoing, sympathetic, non-synthetic "character" were deemed to outweigh the lack of experience in both medium and classroom.

This combination of the unpredictability of children and inexperience of the performer (Jim Jeffers) often produced less than perfect results in a particular program. However, UPO maintained its commitment.

to frequent showing of children as integral parts of the program content, in the hope that as time went on, production staff and performer would gain the skill necessary to compensate for the difficulties.

Children from the participating MSD Pre-Schools were brought to the production studios to take part in the various programs. The anecdotal records that follow, as well as observations from monitors and other visitors confirm the rightness of continuing this commitment, for the values to the children involved, both as viewers and "performers" were certainly greater than any lack of a "polished" production.

The unique combination of participating organizations in this project (UPO, WETA, D.C. Public Schools) inevitably provided a broader perspective in approach than would have occurred had one or the other been assigned full responsibility for the total project.

The "community overview" that UPO was able to provide, as well as the specific "poverty" thrust, thus added new dimensions to the traditional pre-school educator's approach to programming for three and four year olds.

UPO was called upon to produce several "Teacher's ROUNDABOUTS" to present for teachers, other staff and parents different aspects of the War on Poverty which had special links with pre-school children and/or their parents.

UPO Staff working in Community Organization, Consumer Education, Legal Services, etc. participated with MSD pre-school teachers and aides in several programs aimed at providing this overview. These were among the most successful of the Teacher's ROUNDABOUT series, for apparently for the first time, many viewers, as well as teachers from the partici-

pating schools, began to see the connections between special education programs for "disadvantaged" children, and the many other components of the War on Poverty.

Likewise, UPO was able to provide through its multiplicity of contacts in the community, a reservoir of guest "talent" for the series. Dancers, musicians, artists, and others skilled in a particular occupation or profession, most of whom were Negroes, were happy to donate time to the production of a series one of whose major aims was to show positive models for identification to inner-city children.

All of the aforementioned goals provided the context against which a descriptive analysis (evaluation) had to be devised.

What follows then, is an attempt to define the problems under study, the instruments available to perform the task, and an evaluation of the successes and failures that resulted.

The concentration of this study is essentially twofold, namely:

(1) enumeration of current problems which emerged from the nature and implementation of traditional instructional materials¹ as adequate supplementary alternative to those instrumental materials previously employed in other pre-school curricula.

It is becoming more apparent that cultural variables² have an influential effect on the development of verbal and cognitive skills in young children. Evidence given in support of this clearly indicates

1 Instructional materials are stories, materials, and activities which are traditionally thought to be meaningful for the deprived child, but are not due to his social class background and his point of view.

2. Cultural variables are defined as those values and attitudes which impinge upon the life styles of the child which may or may not be compatible with his educational growth. These are, however, to be distinguished from environmental variables (i.e., poor housing, low income, etc.) which are felt to be the source of the deviations.

that culturally deprived children function at levels which are considerably lower than those of middle class children on tests demanding the application of such skills.³ Likewise, available evidence demonstrates that the removal of cultural "sets" (i.e., testing situation where deprived children are given motoric instruction, the middle-class children are given conceptual instruction) produce no difference in the levels of functioning of the same groups on mentioned skills.⁴

One hypothesis constantly utilized to explain the deprived child's inferior level of cultural performance is that he is appreciably deficient in his exposure to experiences which are culturally stimulating.⁵ Programs stating this hypothesis have utilized a basic approach, namely: to introduce positive experiences into the program as early as the pre-school level. The rationale employed here is that the earlier the children are exposed to positive experiences, the greater the reversibility of negative cultural effects.⁶

3/ Miriam L. Goldberg, "Factors Affecting Educational Attainment in Depressed Urban Areas," an article in Education in Depressed Areas, Columbia University, Teachers College Press, New York, 1963, pp.69-99.

4/ David Reissman, "Findings of Miller and Swanson, "The Culturally Deprived Child", Harper Brothers, New York, 1962, p.68.

5/ Culturally stimulating experience is defined as one which occurs in the environment of the child that is conducive to intellectual growth and the development of positive attitudes toward education. Example of a stimulating experience would be a trip to the zoo. Example of a positive attitude toward education is the desire to acquire knowledge for its own sake.

6/ An example of a negative cultural effect is the poor enunciation (in terms of the speech patterns of "the white community") of the ghetto person.

An educational TV program which has implemented the approach in question was incorporated into the pre-school curriculum in Washington, D.C.'s Cardozo Model School Program. This program has essentially the following researchable underlying hypotheses: 1) that TV will provide deprived children with a wide range of experiences which can neither be supplied by the teacher in the classroom (i.e. due to time limits, costs, labor, etc.) nor are provided by the parents at home, and 2) that TV will function as a supplement⁷ to the pre-school curricula.⁸

To examine the latter hypothesis which maintains that TV will, in fact, function as a supplement for the teachers' curricula, the research staff of this program has put forward hypotheses and further questions for investigation. Prior to the articulation of these hypotheses and questions, it is necessary to state the problems concerning the nature and implementation of traditional instructional materials, and also to state how these problems are solved by using TV as a supplementary, educational device.

Although current literature supports the position that revisions in the pre-school programs serving deprived children should entail building the appropriate materials into the curricula, definitive statements have not been made concerning their nature and implementation. Essentially, with respect to the same, there is much talk and little action.

7/ Supplement is operationally defined for our purposes as an additional educational agent to a pre-planned curriculum which attracts the attention and curiosity of children and encourages both the teachers and children to utilize its available information and materials in their classroom activities.

8/ "A National Demonstration Project Utilizing Televised Materials for the Formal Education of Culturally Disadvantaged Pre-School Children", prepared by UPO, WETA and D.C. Public Schools, Contract, 1965

Seemingly, the outstanding problems which evolve from the nature of these stimuli materials are their inability to both capture the attention and interest (curiosity) of low income children - that is to say, low income children show behaviors of inattention and disinterest.⁹ For these behaviors, there are various explanations which arrive at the same conclusion: namely, that those materials which are appropriate for middle-class children, are not pertinent to the life styles of the deprived or low income child¹⁰ or more emphatically, Negro youth rarely have an opportunity to see a Negro child illustrated in the picture books from which they learn to read.¹¹ Bloom, et.al.¹² have noted a lack of parallelism between such materials and the life styles or patterns of learned responses which a deprived child utilizes to cope with his environment.

Essentially, Bloom and his colleagues indicate that, at home, low income children learn to respond to concrete rather than abstract concepts, to monosyllabic words or the nodding of the head (i.e. no usage of words), and to a limited number and variety of stimuli. At school, however, they are expected to respond to unfamiliar, polysyllabic phrases, the contents of which are abstract, abundant and various. Thus, the child who is ill-equipped for this style of responding lacks understanding, interests, attentiveness, etc., the end result of which is poor school performance.

9/ Benjamin S. Bloom, Allison Davis and Robert Hess, "Compensatory Education for Culturally Deprived", Holt, Rinehart and Winston, Inc.,

10/ Ibid. pp. 12-31. Also, see David Reissman, The Culturally Deprived Child, and Martin Deutsch, "Reversing Deprivation Effects in the Pre-school Child", an unpublished study, 1963.

11/ Carl L. Marburger, "Considerations for Educational Planning", an article in Education in Depressed Areas, Columbia University Teachers College Press, New York, 1963, pp. 322-331.

12/ Loc. Cit. Benjamin Bloom, Allison Davis, and Robert Hess.

Another source of difficulty lies in the way in which the stimuli are presented. Too often, there are random introductions of stimuli materials into the curriculum,¹³ the consequences of which are specific increments in the child's behavior level that cannot be tied to any particular source. In other words, we cannot explain a change, if the change does in fact, occur. Hence, it is impossible to establish base-lines for making predictions about stimuli effectiveness.

TV, on the other hand, has certain assets which are more apt to alleviate such problems. There is substantial evidence which leads one to conclude that TV does hold the attention of young children. For example, Broadbeck¹⁴ concluded, after having investigated younger and older children watching a "Hopalong Cassidy" movie which produced a considerable amount of learning in the younger ones, but not in the older ones, that younger children have to pay far more attention to the TV than older children because the younger ones lack familiarity with the content. Older children, on the other hand, set up patterns of expectation which permit them to pay little attention to familiar items and thus, concentrate on the new ones. In this instance, the patterns of expectation can be considered as inhibitions, consequently as characteristics which have a negative effect on the older child's learning abilities.

Likewise, television is known to have a "reality impact" on children in that it makes things seem as though they are happening and are in fact,

^{13/} Deutsch, Martin. "Some Psychosocial Aspects of Learning in the Disadvantaged." Institute for Developmental Studies, Department of Psychiatry, New York Medical College. Mimeo, 1964.

^{14/} Wilbur Schramm, Jack Lyle, and Edwin B. Parker; Schramm cites Broadbeck, "Children's Learning from Television", an article in Human Development, Readings in Research, Scott, Foresman and Co., Chicago, Ill., 1965, p 317.

real events.¹⁵ This factor coupled with presenting materials in familiar surroundings should produce optimal conditions for the stimulation of the deprived child's attention and interest.

In addition, limited time factors make it necessary to introduce events in a logical, orderly way. Unlike the situation where the conveyance of instructional materials is dependent on the quality of teaching and where the context may be related or unrelated to the curriculum objective, a television series involves a systematic, pre-planned set of events which have a specific course, a course to be completed in a certain span of time.

Finally, since the television series are taped, they can be reproduced at any moment in time. Therefore, we have the possibility of replication of independent variables. Thus, evidence supports the position that TV can eliminate the stated structural and functional problems which are inherent both in the nature and implementation of traditional materials; thus in effect making TV a potentially adequate supplementary technique.

The question arises, however, as to whether TV can, in fact, function as a supplement to the curricula of deprived pre-school children? Since there is a dearth of information with regard to answering this question, and project consultants¹⁶ have agreed that the innovative and experimental nature of the program series is such that traditional research techniques would hardly be meaningful, a descriptive type evaluation based on anecdotal records kept by teachers and program monitors seemed more appropriate.

^{15/} Ibid. Wilbur Schramm, Jack Lyle and Edwin Parker, pp. 317-318

^{16/} The UPO-WETA Conference, on December 13, 1965 with consultants.

The following research questions deduced for the descriptive analysis were:

1. To what do children appear to be the most attentive on TV?
 - a) specific programs with their peers and friends;
 - b) the TV performer or
 - c) the activities
 - d) the objects
2. To what extent do the children identify with the TV performer?
3. To what extent do children incorporate the TV information and TV materials into their play activities?
4. Do teachers use TV information and materials in their planned classroom activities; is TV a major or subsidiary part of the school curricula?

Hopefully, exploration of these questions should provide a sizable amount of information on the ability of television to function as a curriculum supplement.

METHOD

A. Selection of Pre-Schools and of Participants for Program Monitoring
Observational data will be obtained from primarily two sources; 1) sixty, three and four year old children who attend one of the following schools: St. Augustana, Trinity, or Florida Avenue Baptist, and 2) the teachers of the said children.

These three pre-schools were selected on the basis of the median, annual income of the parents of the children participating in the program; in other words, for each of the overall, five pre-schools¹⁷ for which TV has been made available, a median income level was established for that

^{17/} The other two schools which were not mentioned here, are St. Stephens and Galbraith pre-schools. (See Appendix I, Table IA)

school by analyzing the annual income of the members of pre-school children's household. Comparison was then made between the determined median incomes for the school. The decision was made to select those schools which represented the second highest,¹⁸ (Augustana), middle (Trinity), and lowest (Florida Avenue Baptist), median income levels.

Within each of the designated schools, 20 children are to be observed; 10 children will be from the morning school session and 10 children from the afternoon school session. Furthermore, within each of the groups of ten children there will be an additional breakdown in age. Hence, 5 children will be 3 through the earlier part of 4 years of age, and in the 3 year old class; 5 children will be in the latter part of 4 years of age and in the 4 year old class. Children under 3 will be discarded from the sample.

The sixty children who will compose the sample and are to be monitored, will be selected in the preceding manner:

Names, code numbers,¹⁹ schools, ages, and sessions, for all children in the entire three schools will be placed on individual file cards and put into two piles, according to the age (3 or 4). Next to these piles will be placed 12 boxes: a single box representing the particular school, the morning or afternoon session, and the 3 or 4 year old classes of the children to be used in the study. Code numbers of the children will be chosen from the table of random numbers; that is to say, the code number that appears first in the table of random numbers will be taken from the appropriate file card pile, and placed in its appropriate box: this file card will represent the first subject. Again the table of random numbers will be consulted. The code number which appears second, will be pulled from the correct pile and placed in the appro-

18/ Augustana had to be selected in place of St. Stephens (which has the highest median income) due to the theft of St. Stephens Television set.

19/ Code numbers were arbitrarily given by the research team. These numbers ranged from 1-179.

private box: this file card will represent the second subject. This procedure will be continued until each box has a total of five (5) subjects of five (5) file cards; thus enabling the selection of 60 subjects.

Selection of the teachers for observation was pre-determined by the method of selection employed for determining the pre-schools to be monitored. (See Table I). 20

20/ This procedure has undergone modification so that there has been an increase in the number of pre-schools observed (Those in footnote 15) and increase in the number of children observed.

Table I

Age, Sessions, and School Breakdown
of Children to be Monitored
in the Program

Schools					
Augustana		Trinity		Florida Ave. Baptist	
Age	Age	Age	Age	Age	Age
3	4	3	4	3	4
Morn. 5	5	5	5	5	5
After noon 5	5	5	5	5	5

** TOTAL OF 60 CHILDREN

B. Demographic Description of Subjects 21/

Sixty, three and four year old Negro children attending three of the Model Pre-Schools in the Cardozo Area of Washington, D.C. were chosen as subjects for this study. (Thirty, three year olds and thirty, four year olds). Subjects were randomly selected in the manner described below from a possible 179 students²² who attended the three schools chosen for

21/ See Appendix I for demographic data on Galbraith and St. Stephens which were later included in the study and for other demographic data.

22/ With reference to footnote 20, instead of being observed in an individual manner - observations were extended to include the behaviors of the entire pre-school population. In addition, because of the added services of several program monitors, we were able to observe all 5 pre-schools.

observation: Augustana, Trinity and Florida Avenue Baptist. Schools were chosen on the basis of the child's household income. Those schools having the second highest median income, Augustana \$3769.48; medium median income, Trinity \$3,240 and lowest median income, Florida Avenue Baptist \$3,048 were included in the sample.

The subjects come from family backgrounds where the average number of children ranges from 4-7.2 per family (Trinity having four, Florida Avenue Baptist 4.7 and Augustana 7.2) The marital status of the children's parents is illustrated below in Table II.

Table II

	Single	Married	Divorced	Separated	Widowed
Augustana	.09	.50	.05	.25	.03
Trinity	.125	.60	.025	.225	.025
Florida Avenue Baptist	.24	.41	.02	.24	.08

In Augustana 58% of the mother's are living with their husbands, while 42% are not. In Trinity 58% of the women are living with husbands and 42% are not. In Florida Avenue Baptist, 44% of the women are living with their husbands and 55% are not.

C. Instrument Description

1. Anecdotal Records for Monitors

An anecdotal record of monitors observations of the 10 children being observed in each of the six classrooms will be used in data collecting efforts of the research staff. Monitors' observations will be structured around the four categories defined by the research staff: 1) attention of the children while watching television 2) Identification of the children with the TV Performer - Jim Jeffers 3) Utilization of television materials by the children and 4) Utilization of TV by the teachers. Each category has been divided into five main areas. (See Appendix 3). This will, in effect, provide guidelines around which the monitors can structure their observations. This type of record will enable us to note a child's recall of a certain TV event over time, i.e. after a week, a month, two months, etc. since many responses from the child may not occur immediately after the TV program.

2. Anecdotal Record of Teachers

The three main categories around which the teachers will center their observations have been determined from preliminary observations made by the research staff during a pilot showing of the TV series at St. Stephens' pre-school. These categories are the same as those for the monitors with the exception of category 4 which is observations of the teachers' utilization of TV (See Appendix 4).²³

^{23/} This questionnaire has been changed. Teachers are only being asked to make a weekly cumulative record of 2 shows with different children using 2 categories; Identification with Jim Jeffers and Utilization of TV by children. This change was due to the teachers' lack of time.

3. In-Service Training Questionnaire

The In-Service questionnaire is essentially constructed to assess four areas of concentration, namely:

- a) Programs which involve previews of the Educational TV series
- b) Programs dealing primarily with other topics i.e. poverty program, community services, public services, etc.
- c) Programs which facilitate the teachers in their work, with children and the parents of said children.
- d) Suggestions which could serve to aid the Program development and change (See Appendix 2)

Area questions will be answered according to the context which is covered during a particular session.

At any given Friday session, only certain questions on the questionnaire will receive responses from the program participants; the reason being that questions are commensurate with the content of a particular session.

D. Program Monitoring

Each of the three, designated schools will have a program monitor who will be observing both the specified behaviors of teachers and children involved in the study. The monitors will be making ninety minute (90) observations on Monday through Thursday, for a total of approximately 28 weeks and 48 different shows. These ninety minute observations will entail fifteen minutes (15) during, and forty-five (45) minutes after the TV program. In some schools, the monitors will be observing the four year olds on Mondays and Thursdays, and the three year olds on Tuesdays and Thursday; in other schools the viewing schedule will be reversed with the three year olds viewing the program on Mondays and Wednesdays and the four year olds viewing the program on Tuesday and

Thursdays. The show which is shown on Monday will be repeated on Tuesday; the show which is shown on Wednesday will be repeated on Thursday. Hence, monitors will be observing the same group of children twice a week for two different TV performances. Monitors will not observe the children on Fridays because there will be no TV performance for children and the teachers will be involved in an in-service training program which is designed to aid the teacher utilize TV materials in the classroom.. Observations on Friday will involve monitoring the previews which will be shown to the Head Teachers, Teachers and Teachers' Aides. This will enable the program monitors to determine whether the teachers are utilizing their training in the classroom situation.

Following each Friday program in-service training participants will be given a questionnaire (See Appendix 2) which they will be asked to complete. This questionnaire is designed to assess the effectiveness of the in-service training program.

Each monitor will make anecdotal records of behaviors of the teachers and the children. (See Appendix 3). Global summaries are to be made by the monitors after each performance in order to get cursory observations of the other childrens' behaviors, not in the sample, as well as the behavior of the teachers' aides.

Similar to the anecdotal records of the monitors, will be anecdotal records kept by teachers. (See Appendix 4). The teachers will be asked to use this method to record behaviors of the children. (Since the Teachers will only be recording the children's behavior they will not be given categories involving the evaluation of their behavior).²⁴

^{24/} Refer to footnote number 20, for major procedural change.

Both teachers and monitors will note the time occurrence of the behaviors which are to be monitored.

E. Plan for Analysis of Data²⁵

Each observation will be coded according to the categories specified in the anecdotal records of the teachers and monitors, (See Appendix 3 and 4). The observations will be utilized to describe and ultimately, generate a definitive statement regarding the nature (quality) and operation of the given variables within and between the pre-schools, under consideration; hence, this should enable the researchers to contrast and compare the functional behavior of these variables for the given pre-schools. Accordingly, attempts will be made to describe how, through direct observation of such variables, TV was incompatible or compatible with the ascribed definition of an educational supplement.

^{25/} On the basis of acquired data, the code was redeveloped to include other categories. (See Appendix 3).

RESULTS

Analysis of the Data

The data gathered was analyzed both quantitatively and qualitatively. Recorded responses were coded into one of the 13 categories deemed to be relevant (see Appendix VII). Through the use of descriptive statistics, a frequency count of responses was made for each category, for each school, for each session, over time (Jan., Feb., March, April, May, June). Quantitative comparisons were then drawn along the same lines. (See Tables 5-9 Appendix V).

The research questions served as the guidelines around which the qualitative analyses of the data was structured.

1. Quantitative Description of Data - See Appendix V-IX

Recognition (The Ability to Recognize TV Performers, Objects, Events, etc.)

From numerical indications, children at four of the pre-schools (St. Stephens, Trinity, Galbraith and Florida Avenue) showed more recognition of TV objects than they did of any TV performer. Children at the fifth pre-school, Augustana, did just the opposite, showing a greater recognition for the TV performer, Jim Jeffers, than for objects or for that matter other TV performers. For all five schools there was a greater degree of recognition in the morning than in the afternoon. During the month of March and April, the intermediary time period, there was more recognition than during the beginning and closing months. It can be said that the 3 year olds rather than the 4 year olds demonstrated the greatest ability for both recognizing Jim Jeffers and TV objects.

2. Recall

Recall or the ability to remember TV events or characters was not greatly exhibited in any of the schools. Of the few responses that were made Galbraith and St. Stephens presented the lowest number, with the former school making fewer responses than the latter. Although, Augustana revealed more instances of recall than the other mentioned schools, the responses elicited were primarily the recalling of Jim Jeffers, and occurred around the beginning of the TV series (January and February).

3. Identification Through Verbal Communication and Dramatic Play

All schools showed a very limited amount of either verbal or dramatic identification; however, there was considerably more of the verbal than the dramatic play type.

Augustana showed more verbal identification responses than any of the other schools; that is to say, Augustana had more incidents of children saying they wanted to be like someone they had seen on TV. In the case of Augustana that "someone" was Jim Jeffers. Identification responses were made at Augustana mostly among the four year olds. These responses occurred mostly at the beginning and end of the program series. In Trinity and Florida Avenue, the three year olds showed more verbal identity than the four. Children in Galbraith, on the other hand, only made two responses of the dramatic play type; these were identification with Jim Jeffers and their classroom peers. In the other schools, excluding Augustana, the children verbally identified with Jim Jeffers, classroom peers on and off TV and occasionally with their family and relatives.

4. Awareness

A great amount of awareness of the self and others was displayed in all five schools. One example of this can be seen in the following anecdote.

Jerry has a very strong reaction to his picture which is in the beginning portion of the program. He is very excited as he waits for himself to appear and today told his picture to shut up. He thought this was so funny that he laughed and giggled for several minutes.

Overall, the greatest number of such responses were made during the middle and end of the TV series - March-June. In St. Stephens and Augustana awareness occurred among the three year olds; the awareness was not of the self, however, but of others. At Trinity, this awareness was primarily seen among the three year olds during the months from January-April. Florida Avenue viewers showed such awareness at both ages three and four. On the whole, there was little difference between the morning and afternoon groups.

5. Ability To Perceive

Three year olds showed less ability to perceive accurate functions (what goes with what) and ability to differentiate things that occurred on TV. Galbraith lagged behind all the other schools in all aspects of this category, in all age groups, during the entire program series. Only in one time period did this school pick up; that was in the middle time period (March-April) when four year olds exhibited some ability to differentiate between elements. Florida Avenue and Trinity viewers performed highest during the middle and end of the series (March-June); while viewers of Augustana and St. Stephens performed highest in this category during the beginning and end of the series

(January-February; May-June).

6. Development of Motor Skills

In this category, children in all five pre-schools made a majority of their responses in the area of rhythm - that is singing songs and moving hands and feet in time with the music. The latter should not, however, be confused with individual or social dancing which was not emphasized by the teachers nor expressed by the children. On these particular skills, Galbraith performed equally as well as Florida Avenue.

7. Mimicking Behavior (Repetition)

Children in Trinity exhibited more mimicking behavior than did those in any of the other schools. Such mimicking behavior was usually of Jim Jeffers, the TV performer. The remaining type of responses were mimicking of the teachers. Children at Augustana, however, made fewer such responses than those at St. Stephens, Galbraith and Florida Avenue.

8. Work Skills (Supervision vis a vis No Supervision)

In this category there were few if any, differential responses primarily because most all activities were structured and supervised.

9. Attentiveness (Watching Quietly)

During TV time, Trinity viewers spend a great amount of time quietly watching Jim Jeffers and the other children on TV. The children at Augustana, however, do not generally sit quietly and watch the program.. They either participate in an active manner or are busy doing something else at the same time they watch television i.e. talking to their peers,

playing with a toy, etc. Children at Florida Avenue spend a good deal of time watching other children in their class instead of TV. Children at Galbraith, on the other hand, usually sit very quietly during the entire program. This is probably a function of the kind of discipline employed at the latter school.

10. Degree of Attentiveness

Three year olds at Trinity seemed to leave the TV room more often than did children in any other school. Interestingly enough, it is also the three year olds who leave the room at Augustana, Galbraith and St. Stephens. However, at Florida Avenue four year olds leave the room most often. In general, however, it can be noted that all the pre-schoolers who observed the programs did a good deal of pointing and calling attention to what occurred. Few, if any of the children exhibited joy or sorrow when the program ended. Limited examples of such behavior occurred during the March-April time period. It should be stated, that Galbraith responded well below any of the other schools on this category.

11. Responsiveness

Children at Florida Avenue and Trinity demonstrated a good deal of responsiveness to Jim Jeffers. At St. Stephens and Augustana, the children were far more responsive to their teachers and other children in their classroom than to Jim Jeffers. That is to say, they answered questions asked by their teachers and peers more often than they answered Jim's. Galbraith showed little responsiveness to any of these things.

12. Teacher Utilization

Little utilization of TV was exhibited by the teachers at Florida Avenue, Galbraith and Trinity. St. Stephens and Augustana, on the other hand, show quite a bit of teacher utilization.

However, at St. Stephens, this utilization is only indicated during the first time period - (January-February) whereas, in Augustana it is evidenced across the board, peaking in the months from March-April.

The type of utilization at Augustana was evidenced mostly in 1) teachers answering questions in relation to TV.; 2) teachers encouraging children to participate in activities performed on TV i.e. dance, singing, etc. and 3) teachers taking children on trips related to a TV event. At St. Stephens such utilization was seen in: 1) teachers answering questions related to TV, and teachers; 2) reinforcing children when they are doing something they saw or heard on TV.

DISCUSSION

Qualitative Analysis of the Data

A. Attention

Programs which employ children as props (i.e. Children used as on-stage audience for performers) stimulate an enormous amount of attention among pre-school viewers. This becomes apparent when one observes the young audience weed out their friends and/or peers from a host of alternative, available program elements, and indicate verbally specific facts about them, i.e. who they are, what they are doing, and several weeks after the program has ended, recall the same, detailed events. The use of children as props tends to produce a sharpening effort. Hence, upon their appearance one of two things happens, either other elements are completely cancelled out, leaving only the children as the prominent figure or certain events are depicted, and taken out of context and meshed into logical order with the children occupying the focal or reference point for other activities, i.e. in one series, a lady was playing a guitar and the children were learning a song. However, the children on T.V. were seen by the audience as playing the "banjo" and singing.

Certain elements have a tendency to compete with the performers' attractiveness to children. Consequently, the audience is only partially attentive to the performer. An example of this is, i.e. playing a musical instrument while the performer is attempting to explain its mechanics. Since children are very attentive to rhythm i.e. they hum and sing along with the music, they pay far less attention, if any, to the performer. Dialogue directed to the viewers by the performer is an excellent

attention-getting device - the pre-schoolers are very responsive and become disturbed when they are interrupted either by other children or the teacher. An example of such responsiveness can be seen from the program

What Goes with What.

Jim asks what goes with table?
Fred says chair. Jim asks what goes on table? Melvin says plate. Jim asks what goes with plate? Terry - spoon.
Jim - What goes with toothpaste?
John and Teresa brushing teeth with fingers says toothbrush.
Jim - What goes with tape recorder?
All children said a microphone.
Jim says that he needs something to take up trash.
Fred and Jonnie and Fannie says dustpan.

Conversation between two adult performers is virtually ignored by the children, i.e. Veterinarian program.

B. Identification With the Performer

There is little or no identification with the T.V. performer. Seemingly, he is more or less a friend with whom the children can talk and tell different things. He is not seen as a member of the family or a relative. The children in many instances displayed more identity with their peers, particularly those who appeared in the beginning introduction. Augustana, the school which showed numerically more identity responses could have done so because the teachers emphasized Jim and his activities i.e. do as Jim does it. The following is a descriptive account by one of the teachers of the childrens' concern over Jim:

When the children (age 4) are told it's time for Roundabout, they begin chanting Jim Jeffers, Jeffers, etc. all the way to the TV room.

A strong response came from the four year olds, concerning the children who appeared with Jim. They were interested in whether or not these were Jim's children. This probably came from the fact that we had been discussing Jim's House. Although I explained that these were not Jim's children Susheila and Jerry decided that they were and the discussion ended.

C. Incorporation of T.V. Information and T.V. Materials into the Activities of Children

The incorporation of T.V. materials and information into the work activities of children is dependent upon teaching styles of the teacher. The reason for this is that in most of the schools the activities are so structured that what the children do is a function of teachers' plans. At the beginning of the T.V. series there were activities structured around T.V. information and materials. However, over time, less emphasis was placed on T.V. and more on the old schedule, which existed before the children viewed T.V.

D. 1. Teachers' Use of T.V. Information and Materials in the Planned Activities

As mentioned above, T.V. materials and information were only used extensively during the first four weeks of the program. Perhaps the major reason was that during this time the visits of the program personnel were more frequent and the teachers were encouraged to do so. Following this period only two schools kept on significantly utilizing T.V. materials and information, namely: Augustana and St. Stephens. At St. Stephens, following the first phase of the program series, the teachers began eliminating their utilization of the said information and materials from the planned activities of the children.

D. 2. T.V. as part of the Curriculum

Only in Augustana can it be said that T.V. was a part of the curriculum - even here we can only admit that it was subsidiary rather than a primary portion, since other activities were scheduled, carried out, and equally encouraged.

E. Other Observations

Teacher participation and interest is exemplified by the number of in-service and monitoring questionnaires that the research people could acquire from the teaching staff. There were no questionnaires from Galbraith, the ones from St. Stephens were blank, only one or two weeks were filled out at Trinity and Florida Avenue. Augustana, however, was very consistent in providing their forms. The participation of teachers at Augustana and St. Stephens - although different was in fact positive. At Augustana teachers showed interest in the childrens' ability to learn what they could when they could. They wanted to know what changes and progress the children were making etc.

Although St. Stephens' teachers were interested in the children, they were also interested in research. Hence they were not concerned about program changes, nor were they interested in giving information to the research staff. They did, however, want research personnel to perform the tasks of the teachers aides. Florida Avenue's Head teacher showed interest in progressively educating the pre-schoolers. Unfortunately, one of their classroom teachers was more of a disciplinarian who held rigid conventions about how the children should be taught - a factor which reflected in the childrens' passive behavior.

Galbraith and Trinity had some teachers who were interested and some who only did their duties in a perfunctory manner.

Another observation which was made was that the two repetitions of the T.V. programs were treated as if they were novelty situations by the children.

When the T.V. series occurred after breakfast, the children were rushed and disorganized by the time the T.V. came on. The 11:30 time presented problems because it wasn't over before children started getting ready for home.

Similarly, the same problem occurred in the afternoon session. The primary trouble as a whole was that the pre-schools' schedule was set up first and the T.V. was just slotted into the already established routine.

General Research Problems

One of the major problems generated from this kind of research is the inability to obtain reliability. Usually, many of the observations which occur only do so once and therefore cannot be seen again, or at least don't happen under the same specified set of conditions.

Another problem is the establishment of categories. It is difficult to develop categories which are mutually exclusive and not overlapping. What we found was that many observations could have been coded under two categories rather than any specific one.²⁶ Since the coders of the data are human, another factor enters the picture; that is the probability of error. A minimum number of errors is expected because of the tediousness involved in both reading and transferring data.

Descriptive analysis as a methodological technique presents problems. Often this kind of analysis entails selecting variables, a priori, without adequate available information. Then, as a function of collecting the data, other variables are recognized as equally or more relevant than those already chosen. In mid-stream changes have to be made in variables on the basis of a posteriori judgement; that is to say significant variables are seen many times after the fact.

Changes in the teaching personnel in the middle of the school term had both negative and positive effects on the behavior of the children. In one school in particular, the replacement of a teacher diverted the attention of the children from their pre-school activities. Instead, the children wanted to know where the other teacher was and when would she be coming.

Children's responsiveness to pre-school activities were more positive.

²⁶/ For coding categories, see Appendix VI.

Another universal problem which generates from the researcher observing people in their natural setting is the atmosphere of suspicion often created by his mere presence. Unfortunately, individuals who are being observed are quite confident that the researcher is not doing what he says he is doing and is "policing" their behavior. Teachers' beliefs are often accompanied by pseudo-teaching styles which tend to normalize or change over time. The monitor, who observes and records these behaviors often finds it hard to discern which teaching styles are valid.

Occasionally, researchers are seen as "the system's reformer." That is, the exact person to speak with in order to get something done or some changes made, regardless of what that something was. Therefore, it is necessary in most instances to constantly define the role of the researcher within the system's structure.

In the light of this, the pre-school staff often felt called upon to ask the monitors to lend a helping hand when it did not conflict with their duties. The monitors who were willing to do this were thus faced with a conflict. They still had to perform their original role and remain as objective and uninvolved as possible. In addition to this they often had to place further limits on their observation time.

The research effort was affected by the time change of the program to the one o'clock hour. In one school in particular, the children were taken off their regular eating schedule to accommodate the program; in other schools, on occasions, the children missed the program.

The high turnover of children in the pre-school made it impossible to take a random sample of individual children and observe them.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

In summary, from the indications of the qualitative and quantitative analysis of the data, television can function as a supplement to the curriculum, if the teacher 1) utilized and emphasized television materials in the planned, classroom activities of the children (a prediction made by the consultants during their conference with program personnel.) 2) employs objects and/or individuals which have a certain attractability for the children i.e. uses children to express certain points, and 3) restricts the program content in a way that implements procedures to which the children are responsive, i.e. directs all conversation toward the children watching T.V.

Recommendations:

It becomes apparent when reviewing the data that the personality of Jim Jeffers was not one with whom the children chose to identify either as a father, uncle or another figure. More frequently than not, there were tendencies for the children to identify more closely with Jim's role, that of a T.V. performer; somewhat, in the same manner they would relate to "Batman" or "Hercules." However, Batman, unlike Jim, often became more than just a T.V. personality. He often assumed the role of the hero who is "my father" or "my brother."

One could thus conclude that the role "Jim Jeffers" was not effective in achieving the purpose for which it was originally intended. He did not provide this pre-school population with a "big brother - father" type figure with whom to identify. In light of this, one might ask the question, is Jim Jeffers' role a necessary one?

We would suggest that it is not. Perhaps wither a modification in his role or a change in the personality chosen to play this role should be considered.

We would further suggest that more television sets be placed in each school, so that fewer numbers of children view the program in the same room at the same time. This would provide children with more room to dance, sing, etc. Ideally, no more than 8-10 children should watch at the same time.

Another suggestion, we would put forth is that more rhythm and less dialogue be employed in the programs. Children were as a whole most responsive to music, while they hardly paid attention when two adults engaged in conversation.

The following hypotheses which were generated should be investigated in future research efforts.

- a) There is a high positive correlation between the teaching utilities of the teacher and the responsiveness of children to the T.V. curriculum.
- b) The more unrealistic the characters in the T.V. experience, the greater will be the responsiveness of the children involved.
- c) Activities shown in school and reinforced at home will provide more learning than those activities or events not reinforced at home.

An additional question which might be looked into is 1) What effect does T.V. have on the cognitive processes of the child?

SUMMARY

This study is an attempt to describe the utility of using Educational television as a supplementary technique for reaching the disadvantaged pre-school child, as it increasingly becomes apparent that traditional modes of instruction seem to have little effect on this population. A demonstration educational TV program, "ROUNDABOUT" was shown to 200, 3 and 4 year old disadvantaged children attending the five Model School Division Pre-Schools in the Washington, D.C. area. The study concentrated on investigating the following questions:

- 1) What types of content shown on TV do children appear to be most attentive to:
 - a. their friends and peers?
 - b. the TV performer?
 - c. the activities?
 - d. the objects?
- 2) To what extent do children identify with the TV performer?
- 3) To what extent do children incorporate TV information into their play activities?
- 4) Do teachers use TV information and materials in their planned classroom activities?
 - a. is TV a major or subsidiary part of the pre-school curriculum?

A monitor stationed in each of the five schools observed the reactions of the children to the TV program and kept a daily anecdotal record of the

children based on the above questions - i.e.

- 1) childrens' attention;
- 2) identification with the TV performer;
- 3) utilization of TV materials by children;
- 4) utilization of TV materials by the teachers;

Teachers were asked to keep anecdotal records of the childrens' behavior, and in addition, fill out an In-Service Questionnaire on a special part of the program geared to their interests. Data was then coded into one of 13 categories and analyzed both qualitatively and quantitatively. Results indicate that TV can function as an excellent supplement to the curriculum if the teacher:

- 1) utilized and emphasized television materials in the planned classroom activities, i.e. reinforces in the classroom the substance of the program;
- 2) if the program employs objects, i.e. animals and/or persons who have a certain attractibility to the children, i.e. children from the pre-schools seeing their friends or themselves on the screen;
- 3) if the program content is restricted in a way that focuses childrens' interest, i.e. singing, dancing, use of animals;

The findings also indicate that the children did not identify with the Negro TV performer, Jim Jeffers, as much as was anticipated. It is suggested that perhaps the concept behind his role be rethought, or that a different kind of personality might have carried out the role more successfully. It is further suggested that in order to achieve maximum

participation from the children during the program not more than 8-10 children watch the television program from the same TV set. This allows the children ample space to perform along with the performer, especially when large motor activity is called for. Further research might be carried out to investigate the following hypotheses:

- 1) there is a high positive correlation between the creativity of the teacher and the responsiveness of children to the TV curriculum.
- 2) the more "unrealistic" the characters in the TV experience, the greater the responsiveness of the children involved
- 3) there will be little or no difference between low-income and middle-income children with regard to the TV curriculum if teaching abilities are held constant.
- 4) activities shown in school and reinforced at home will provide more learning than those activities or events not reinforced at home.

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APPENDIX I

Demographic Description of the Population

A. Demographic Data for Remaining Pre-Schools: St. Stephens, Galbraith

Median Household Income

St. Stephens	\$3,840 - Highest
Galbraith	\$3,120 - Next to lowest

Average Number of Children Living in a Family

St. Stephens	4.7
Galbraith	5.6

Marital Status

	Single	Married	Divorced	Separated	Widowed	Common Law
St. Stephens	.22	.59	.0	.17	.02	
Galbraith	.19	.59	.0	.16	.04	.02

Women Living with their Husbands

St. Stephens	56% - Living with husband 44% - Not living with husband
Galbraith	59% - Living with husband 41% - Not living with husband

TABLE 1A

NUMBER OF PRE-SCHOOL CHILDREN ENROLLED AS OF OCTOBER 31, 1965

BY AGE, SEX AND CENTER

Pre-School Centers

Age	Race	<u>Augusta</u>		<u>St. Stephens</u>		<u>Trinity</u>		<u>Galbraith</u>		<u>Florida Avenue Baptist</u>		TOTAL
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
3	N	13	15	17	15	15	8	14	21	18	16	152
	W	0	0	0	0	0	0	0	0	0	0	0
	O	1	1	0	0	0	0	0	0	0	0	2
4	N	27	19	15	16	22	26	19	15	20	15	194
	W	0	0	0	2	0	0	0	0	0	0	2
	O	0	0	0	0	0	0	0	0	0	0	0
5	N	0	0	5	5	7	9	3	10	0	1	40
	W	0	0	0	0	0	0	0	0	0	0	0
	O	0	0	0	0	0	0	0	0	0	0	0
Sub- Total	N	40	34	37	36	44	43	36	46	38	32	386
	W	0	0	0	2	0	0	0	0	0	0	2
	O	1	1	0	0	0	0	0	0	0	0	2
TOTAL		76		75		87		82		70		390

TABLE IIA.

NUMBER OF PRE-SCHOOL CHILDREN ENROLLED AS OF APRIL 1, 1966

BY AGE, SEX AND CENTER

Pre-School Centers

Age	Race	Augustine		St. Stephen		Trinity		Galbraith		Florida Avenue Baptist		TOTAL
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
3	N	13	7	10	14	1	3	8	13	10	10	88
	W	1	0	0	0	0	0	0	0	0	0	1
	O	0	0	0	0	0	0	0	0	0	0	0
4	N	16	15	17	11	12	20	17	17	21	11	159
	W	0	0	0	2	0	0	0	0	0	0	2
	O	0	2	0	0	0	0	0	0	0	0	2
5	N	15	10	13	17	16	15	16	14	9	8	133
	W	0	0	0	0	0	0	0	0	0	0	0
	O	0	0	0	0	0	1	0	0	0	0	1
Sub- Total	N	46	32	40	42	29	37	41	44	40	29	380
	W	1	0	0	2	0	0	0	0	0	0	3
	O	1	2	0	0	0	1	0	0	0	0	4
TOTAL		82		84		67		85		69		387

Table III A

A Comparison of Average Yearly Income
and
Average Yearly Rent for the
Five Model Pre-School Centers

School	Average Yearly Income	Average Yearly Rent	Percent of Average Yearly Income Paid for Rent*
Augustana	\$ 4813	\$ 1188	25%
Trinity	3248	861	26
Calbraith	2471	906	36
Fla. Ave. Baptist	2798	1017	36
St. Stephen's	3968	1111	28

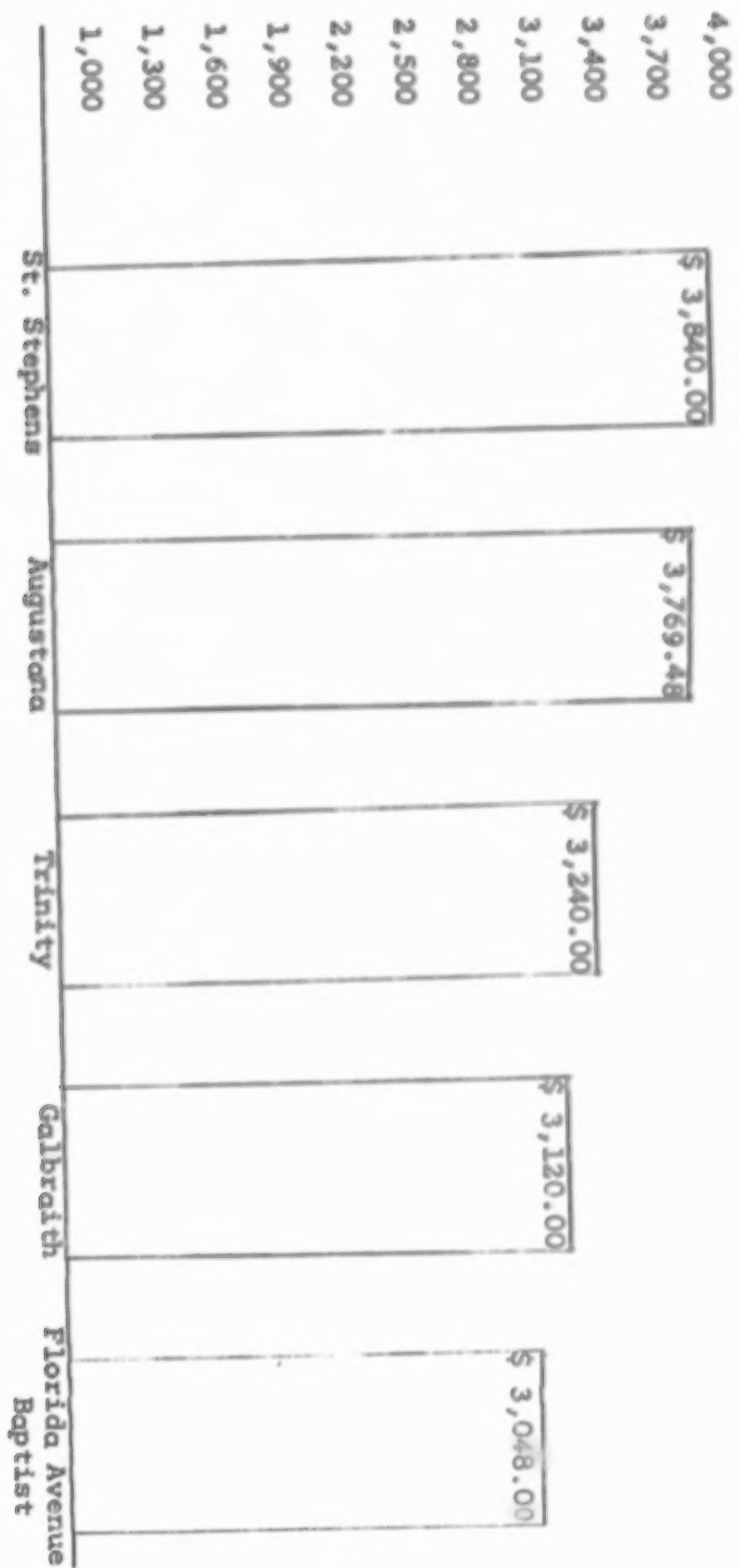
TOTALS \$17,293 \$5,083

Cumulative
Average \$3458.66 \$1016.66 29.3%

*Rounded off to nearest percent

TABLE IV A

MEDIAN HOUSEHOLD INCOME OF FIVE PRE-SCHOOL CENTERS



PRE-SCHOOLS

APPENDIX II

In-Service Training Questionnaire

Appendix II

IN - SERVICE QUESTIONNAIRE

Check
Position

Head Teacher
Teacher
Teacher's Aide

I. What was the date of this program?

II. This program included

Check one please

- A. A preview or previews
- B. A guest
- C. Other

III. A) Programs with a preview or previews

(ANSWER THIS ONLY IF PROGRAM CONTAINED A PRE- VIEW
of ROUNDABOUT)

1. What useful idea for your work with children did you
get from this program?

2. Did this program help you prepare classroom materials?
(i.e. making drums from tin cans)

If so, how?

3. Did this program help you prepare for classroom activities?
(i.e. Planning your daily classroom singing)

If so, how?

IN - SERVICE QUESTIONNAIRE

Check
Position

Head Teacher
Teacher
Teacher's Aide

IV. (Answer only for programs which do not include previews of
ROUNABOUT)

1. What idea that was presented was useful to you?
 - a. In dealing with children
 - b. In dealing with parents
2. What information has been discussed that better helps you
to understand
 - a. "War on Poverty"
 - b. Role as a teacher in the community.

V. Suggestions (Answer if you have ideas you would like to share)

- a. What kinds of information about children would you like
to have discussed?
- b. What suggestions do you have for ROUNABOUT programs
and Teachers' ROUNABOUT?

APPENDIX III

Monitors Form

Appendix III

Category I

ATTENTION DURING THE T.V. PERFORMANCE

1. Gets up to leave the room. (i.e. Leaves the room to play with other toys, go to the bathroom etc.) Please indicate also if he (she) returns before the program is over.
2. Calls other children's attention to what is going on, on the television set.
3. Answers the performers questions.
4. Asks questions during the performance which are related to the performance, related to things other than the performance.

PLEASE INDICATE ALL BEHAVIOR ALONG THESE LINES POSITIVE OR NEGATIVE

5. Expresses regret or sorrow that the performance has ended. Expresses joy, wants to keep the television on to see another show. Wants to see more of this show.

6. Other

PLEASE INDICATE ALL BEHAVIOR ALONG THESE LINES BOTH POSITIVE AND NEGATIVE

Category II

IDENTIFICATION WITH JIM JEFFERS

1. Mentions Jim in conversation, expresses concern about his welfare. Tells others how Jim does a particular thing, demonstrates how Jim did something.
2. Plays Jim's role; mimics him, does what Jim does.
3. Relates Jim to some member of his family.
4. Other

PLEASE INDICATE ALL BEHAVIOR ALONG THESE LINES BOTH POSITIVE AND NEGATIVE

Category III

UTILIZATION OF T.V.

1. Talks about something he saw on TV, mimics the behavior of an animal, i.e. crawls like a cat.
2. Plays with some material he saw on TV (A material may be real or imaginary, i.e. a child may pretend a doll is a pussy cat, or blocks are food.)
3. Plays the role of some of the TV performers (Pretends he's the veterinarian, the dancer, a drummer, etc.)
4. Asks to turn the TV on to "Roundabout" or to some other program.

PLEASE INDICATE ALL BEHAVIOR ALONG THESE LINES BOTH POSITIVE AND NEGATIVE

5. Asks the teacher to help him assemble some material in the classroom that is centered around something he said on TV.

6. Other

PLEASE INDICATE ALL BEHAVIOR ALONG THESE LINES BOTH POSITIVE AND NEGATIVE

Category IV For Monitors Only

UTILIZATION OF TELEVISION BY THE TEACHERS

1. Introduces techniques or does things in the classroom which they have seen on television. i.e. Forms a band with drums, cymbals etc. (Use boxes or tin cans for drums and paint brushes to bang on them).
2. Does something seen on television in a different way. i.e. On TV they learned to paste two pieces of paper together, the teacher then shows them how to glue beads to paper.
3. Discusses things with the children that they have seen on television. i.e. Talks about pairs, kittens, turtles.
4. Does not utilize any techniques or materials or do anything they have seen on television.

PLEASE INDICATE ALL BEHAVIOR ALONG THESE LINES POSITIVE OR NEGATIVE

5. Other

PLEASE INDICATE ALL BEHAVIOR ALONG THESE LINES BOTH POSITIVE AND NEGATIVE

APPENDIX IV

Teachers Monitoring Form

Appendix IV

UPO Research

Teachers Monitoring Form
WETA -TV

Name _____

School _____

Date _____

Program _____

Time: Morning _____

Age Group _____

Afternoon _____

Category I

UTILIZATION OF T.V.

1. Talks about something he saw on TV, mimics the behavior of an animal, i.e. crawls like a cat.

2. Plays with some material he saw on TV. (A material may be real or imaginary. i.e. A child may pretend a doll is a pussy cat, or blocks are food) and/or plays the role of some TV performer (Pretends he's the veterinarian, folk singer, dancer etc.)

3. Other

PLEASE INDICATE ALL BEHAVIOR ALONG THESE LINES BOTH POSITIVE AND NEGATIVE

Category II

IDENTIFICATION WITH JIM JEFFERS

1. Mentions Jim in conversation, expresses concern about his welfare. Tells others how Jim does a particular thing, demonstrates how Jim did something.
2. Plays Jim's role; mimics him, does what Jim does.
3. Relates Jim to some member of his family.
4. Other

PLEASE INDICATE ALL BEHAVIOR ALONG THESE LINES BOTH POSITIVE AND NEGATIVE

APPENDIX V

Frequency of Responses for Schools (by categories,
for age, month, and school session)

TABLE V
Frequency of Responses (by categories for age, month and School Session)

AUGUSTANA

Category	January-February			March-April			May-June			TOTAL
	Morning	Afternoon	Other	Morning	Afternoon	Other	Morning	Afternoon	Other	
A. Recognition	3	4	10	3	4	16	3	4	2	117
B. Recall	11	9	0	11	5	3	8	6	3	84
C. Identification (Verbal)	7	10	0	6	4	11	8	9	0	34
D. Identification (Dramatic Play)	6	2	0	1	0	0	3	6	1	4
E. Awareness	0	0	2	1	0	0	0	0	0	28
F. Ability to Perceive	0	0	0	4	5	5	0	2	1	58
G. Development of Motor Skills	4	8	3	27	6	4	2	5	1	82
H. Mimic Behavior	0	0	4	1	2	0	3	2	0	15
I. Work Skills	0	0	4	1	0	0	4	1	0	21
J. Attentiveness (Quietly Watching)	0	0	1	3	0	2	5	1	6	26
K. Degree of Attentiveness	2	2	20	14	11	18	1	3	1	85
L. Responsiveness	0	13	20	39	21	12	0	12	5	161
M. Teacher Utilization	3	4	16	24	18	0	0	8	3	109

TABLE VI

Frequency of Responses (by categories for age, month and School Session) TRINITY

Category	January-February			March-April			May-June			TOTAL
	Morning	Afternoon	Other	Morning	Afternoon	Other	Morning	Afternoon	Other	
A. Recognition	3	4	0	3	4	0	3	4	0	166
B. Recall	10	6	0	21	20	0	0	0	22	71
C. Identification (Verbal)	2	2	1	23	2	0	0	0	8	17
D. Identification (Dramatic Play)	0	0	1	7	1	0	0	0	1	5
E. Awareness	0	2	0	3	0	0	0	0	0	63
F. Ability to Perceive	7	1	0	13	2	0	0	0	8	127
G. Development of Motor Skills	2	7	0	30	10	0	0	0	29	200
H. Mimic Behavior	11	14	0	35	4	1	3	25	2	145
I. Work Skills	3	0	2	30	13	0	9	40	0	8
J. Attentiveness (Quietly Watching)	0	0	0	2	0	0	0	0	6	126
K. Degree of Attentiveness	14	8	2	8	10	0	8	4	1	234
L. Responsiveness	18	8	2	34	27	4	18	27	1	644
M. Teacher Utilization	12	15	11	58	101	23	0	14	109	51
	3	3	8	0	5	2	0	0	3	

TABLE VII

Frequency of Responses (by categories for age, month and School Session) FLORIDA AVENUE BAPTIST

Category	January-February			March-April			May-June			TOTAL
	Morning	Afternoon	Other	Morning	Afternoon	Other	Morning	Afternoon	Other	
A. Recognition	3	4	0	3	4	0	3	4	0	154
B. Recall	9	10	0	36	12	11	15	15	0	50
C. Identification (Verbal)	0	2	0	11	7	2	5	4	0	26
D. Identification (Dramatic Play)	0	1	0	2	1	0	4	7	0	7
E. Awareness	2	0	0	0	0	0	1	2	0	76
F. Ability to Perceive	3	4	0	9	13	3	7	8	0	151
G. Development of Motor Skills	1	6	0	23	18	2	9	25	0	79
H. Mimic Behavior	17	13	0	8	3	0	5	2	0	31
I. Work Skills	1	1	0	2	2	3	6	1	0	5
J. Attentiveness (Quietly Watching)	0	0	0	0	2	0	0	1	0	81
K. Degree of Attentiveness	5	2	0	10	4	4	11	3	0	143
L. Responsiveness	1	5	0	6	9	0	8	13	0	289
M. Teacher Utilization	12	30	0	18	8	0	26	24	0	11
	3	3	0	2	0	0	1	1	0	

TABLE VIII

Frequency of Responses (by categories for age, month and School Session) GALBRAITH

Category	January-February			March-April			May-June			TOTAL
	Morning	Afternoon	Other	Morning	Afternoon	Other	Morning	Afternoon	Other	
A. Recognition	3	4	0	3	4	0	3	4	0	48
B. Recall	1	2	0	0	4	0	9	1	3	16
C. Identification (Verbal)	0	0	0	0	0	0	0	0	0	2
D. Identification (Dramatic Play)	0	0	0	1	0	0	0	0	0	1
E. Awareness	1	0	1	0	0	3	9	4	1	48
F. Ability to Perceive	0	1	0	1	0	3	14	0	13	34
G. Development of Motor Skills	8	12	0	9	5	2	10	6	6	79
H. Mimic Behavior	2	3	0	2	9	0	8	1	3	48
I. Work Skills	0	3	0	1	0	0	0	0	0	4
J. Attentiveness (Quietly Watching)	0	1	0	0	0	0	5	1	1	13
K. Degree of Attentiveness	4	4	0	4	10	3	22	3	12	100
L. Responsiveness	11	16	0	10	8	5	9	1	10	120
M. Teacher Utilization	5	3	0	3	1	2	0	0	1	16

TABLE IX

Frequency of Responses (by categories for age, month and School Session) ST. STEPHENS

Category	January-February			March-April			May-June			TOTAL
	Morning	Afternoon	Other	Morning	Afternoon	Other	Morning	Afternoon	Other	
A. Recognition	3	0	0	3	0	0	3	0	0	65
B. Recall	6	0	0	1	1	0	4	0	0	29
C. Identification (Verbal)	0	0	0	0	0	6	2	0	0	20
D. Identification (Dramatic Play)	0	0	0	0	0	0	0	0	0	3
E. Awareness	7	1	0	3	0	10	4	0	3	56
F. Ability to Perceive	18	0	0	2	0	10	3	0	0	67
G. Development of Motor Skills	21	3	0	4	0	14	7	0	0	93
H. Mimic Behavior	11	2	0	3	2	8	3	0	0	41
I. Work Skills	4	1	0	0	0	0	0	0	0	7
J. Attentiveness (Quietly Watching)	9	0	0	4	0	6	2	0	1	40
K. Degree of Attentiveness	19	1	0	2	0	18	4	0	2	92
L. Responsiveness	27	4	0	14	0	30	9	16	2	173
M. Teacher Utilization	45	24	0	31	8	9	6	0	1	139

APPENDIX VI
Coding Categories

CODING CATEGORIES

A. Recognition on T.V.

1. Jim Jeffers
2. WETA Performers
3. Other Performers i.e. Batman
4. Objects
5. Events

B. Recall

1. Name of Jim Jeffers
2. WETA Performers
3. WETA circumstances
4. Names of other TV Performers
5. Circumstances in classroom
6. Circumstances with regard to WETA
7. Circumstances without regard to WETA
8. Circumstances in the family with regard to WETA
9. Objects
10. Events

C. Identification (Verbal)

1. With Jim Jeffers
2. With their peers on WETA
3. With their classroom peers
4. With other performers on WETA
5. With teachers in the classroom
6. With TV performers (excluding WETA)
7. Their families and relatives

D. Identification (Dramatic Play)

1. With Jim Jeffers
2. With their peers on WETA
3. With their classroom peers
4. With other performers on WETA
5. With teachers in the classroom
6. With TV performers (excluding WETA)
7. Their family and relatives

E. Awareness

1. Self
2. Other

F. Ability to Perceive

1. Accurate functions (what goes with what)
2. Inaccurate functions
3. Differences between objects
4. Similarities of objects

G. Development of Motor Skills

1. Art

- a. painting
- b. writing
- c. drawing (crayons, pencil, etc.)

2. Crafts

- a. building or construction (glue, blocks or paste)
- b. clay
- c. making articles (in beads)
- d. other

3. Feel for Rhythm

- a. sing songs
- b. play instruments imaginary
- c. move in time with music (i.e. feet and hands)
- d. dancing - individual
- e. social dancing

H. Mimic Behavior

1. Teachers
2. Jim Jeffers
3. Other children on TV
4. Their friends
5. Members of the families
6. Other people on TV
7. Other people off TV

I. Work Skills

1. With supervision
2. Without supervision

J. Attentiveness (Quietly Watching)

1. To Jim Jeffers
2. To teachers
3. To children on TV
4. To children in classroom

K. Degree of Attentiveness

1. Gets up to leave room
2. Calls other children's attention to what is going on, or the TV set
3. Expresses regret or sorrow that the performance has ended
4. Expresses joy

L. Responsiveness (Talked to Jim Jeffers and teachers, or asked questions and called out answers on TV.)

1. Jim Jeffers
2. Teachers
3. Children in Classroom
4. Other

M. Teacher Utilization

1. Repeats or clarifies something a performer has said.
2. Answers child's question in relation to TV.
3. Shows children object which is similar or same as one demonstrated on TV.
4. Encourages children to participate in activity i.e., dance.
5. Tells children to sit down and be quiet when they are trying to participate.
6. The teacher does the same thing that she sees on TV.
7. Does something seen on TV in a slightly different manner.
8. Talks about roundabout performers.
9. Reinforces children when they are doing something they saw or heard on TV.
10. Bring in materials before TV program in order to acquaint children with what will happen.
11. Takes children on trips, etc., to places they have seen or will see on TV.
12. Prepares daily lesson around an event that occurred on TV.
13. Does not reinforce children in any manner.
14. Encourages children to do things.
15. Initiates the children's activities.
16. Tells the child (children) how things should be done.
17. Demonstrates how the children should do things.
18. Makes children aware that things are going on.

APPENDIX VII

Anecdotes

APPENDIX VII

ANECDOTES

Florida Avenue Baptist

- A. After the drum show, (Mrs. Hewitt was saying, "Roundabout, Roundabout, Roundabout", and one of the 4 year old children, Kenneth corrected her saying, "No Mrs. Hewitt, it doesn't go like that it goes Roundabout Boom, Boom, Roundabout Boom, Boom".)
- B. Before the dance show, Tommy, a 4-year old, said ("We are going to see Jim Jeffers". When the teacher turned on the T.V., another program was on and Tommy screamed, "That's not Jim Jeffers", when he saw a man giving the news.)
- C. During the Dance show Roberta Johnson, saw Carolyn Tate playing the drums, and she said "Jim Jeffers has a drum like that."
- D. Mrs. Carter told the children to sit down and listen during the drum show and most of the children just sat and wiggled their toes or moved their heads, or clapped their hands.
- E. (Dino (Mrs. Willis tells me) on the bus ride saw a Gulf sign out of the window and said, "That goes round and round like Roundabout".) (Dino is very quiet and attentive during the shows; Mrs. Willis says that formally he was a discipline problem. He saw Ernest during the show on pairs and he called out that's Ernest (They are in the same class).
- F. Ernest's sister, Louella, who knew from Ernest that he was going to be on TV, (Ernest had seen the show the afternoon before; he is in the 4 year old class and his sister in the three year old class) came to the morning class telling all her friends and the rest of the children, that they were going to see Ernest and told the children the kinds of things that Jim would be doing on the program, and in turn, what they were to do also, i.e. find a pair of socks, a pair of shoes, see a pair of glasses.
- G. Wanda Rightout, who is 4 years old and on the Cat show, saw herself on TV and kept saying "That's me," to the rest of the children. The rest of the children were saying, "There's Wanda!"
- H. A few days later I asked Wanda Rightout what she saw on TV, and she said a girl (speaking of herself), and boy, and a cat. When I asked her who was the girl she said she did not know.

- I. When the 4 year old class, in which Ernest was, was asked who they saw on TV, everyone said Ernest and a bike.
- J. Generally, the 4 year olds participated in the Carolyn Tate show on Dance. The 3 year olds sat rather quietly and watched.

TRINITY

1. After the program concerning pairs, I was sitting down taking notes.. Camille was sitting at the same table playing with some small rubber dolls, some of which were alike. She started putting the ones alike together. I asked her what would she call that. She said, "Pairs." Some of the other children joined in and started pairing off the other dolls.
2. When the children were looking at the TV program concerning cats, two cats were shown - one small and one large. (Mark asked the teacher, "Teacher, where is the Daddy kitten?")
3. After the children had finished watching the program concerning cats, the teacher asked the children, "Anybody got a cat home?" One boy said, "We've got a baby."
4. Some of the children from Trinity were on one of the programs. When the children saw themselves on TV, there were such remarks as ("Look at me, " I saw you on TV, and "Look at Kevin Greene, teacher.")
5. Michele was on T.V. with some of the other children from Trinity. The teacher said to Michele, "Michele, do you see yourself on T.V.?" Michele, who is sometimes shy, said nothing.
6. Roosevelt was also one of the children on T.V. His mother came to Trinity to see him on T.V. During the program he said, "See Michael." "There goes me." His mother said, "Do you see yourself?"
7. The children saw a program concerning putting things together. In one case, the man on T.V. riveted two pieces of metal together. The two pieces of metal were criss-crossed. Harold said, "He's making an airplane."
8. During the program concerning fastening things together, Jim mentioned paper clips. I had a large paper clip holding my pad together. One little girl said, "You have a big one, his is little."
9. The children saw a program about two musical instruments, the saxophone and the trombone. (Roosevelt saw a man playing the saxophone on T.V. and commented, "That's a pipe.").
10. While the children were watching the program pertaining to the musical instruments, they moved their arms back and forward imitating the movements of the trombone, and they also made noises for the sound of the trombone.

11. After the children had seen a program concerning drums, Tressy went around saying, "Boom, Boom."

AUGUSTANA

1. Karl Morris and Joey:

(Karl: "My daddy's Jim Jeffers.")

(Joey: "No, my daddy's Jim Jeffers.")

(Karl: "My daddy, Jim Jeffers, is going to beat up your daddy.")

Karl is one of many children in his family and he is constantly trying to show the other children that he can do things better than they, etc.

2. During the drum program the children were given tin cans and paint brushes, so that they could bang on the drums as Jim did. Many played Jim Jeffers, Jim Jeffers, Jim Jeffers along with Jim.
3. After the television program practically all the children were given drums to play with. They banged out Jim Jeffers. Jaybee, Mrs. French's little boy, wanted to tie two drums together to make bongos.
4. Karl Morris said to Miss Tutco, the teacher. "I want a bigger drum. I want the louder one."
5. (During the cat program Cathy, a four year old, said "I had a cat, but it's dead." Another little girl answered, "Did you take it to the doctor?"
6. The day after the drum program, Mrs. French gave the children drums and cymbals, etc., and they formed a band, playing in tune with the piano.
7. One little girl asked Mrs. Whitley, at the beginning of the show. ("Which one is your little boy?" She pointed him out. The next show several of the children yelled, "There's Mrs. Whitley's little boy.")
8. Antonio, a vivacious three year old, when she saw Carolyn Wendt on television, yelled, "Oh, there's Goo-Goo. Goo-Goo is a light skinned Pakistani little girl."
9. (Cedric walks around the classroom practically every day, saying Jim Jeffers, Jim Jeffers, Jim Jeffers.)
10. Pamela while looking at a cat book, says "Oh, there's a kitty. Jim Jeffers has a kitty almost like that. His is dark though, and this one is light.")

ATTENTION DURING THE T.V. PERFORMANCE

6/16. Death of the Bird - Augustana

Kenneth - I thought the bird was dead. I got a parakeet.

Stuart - That's a poor bird, that's a poor, poor bird, that's a poor dead bird.

Terry - That's a poor dead bird. Somebody took his heart, like a lion.

Terry - He gonna put him in a hole (the bird).

Kenneth - They gonna bury him.

Stuart - Are you going to fly away little bird?

Kenneth - Mrs. Parker (teacher), Mrs. Parker, look at the stone.

Terry - I want to see that bird.

Stuart - A fish that lives (repeats what performer has said).

Maurice - He got a new fishy because all his other fish are dead.

Kenneth - Oh, that dead bird.

Michael - I got a bird at home.

Kenneth - A graveyard.

Stuart - He's not dead, he's sleeping.

Kenneth - Where he at I mean the other bird.

Terry - Why do they put that in the hole.

Teacher - Because he's dead.

Augustana 2/7/66. Trip to the Fruit Market

Patrick - Walks around.

Joey - Sits in back and plays with doll.

James - Turns around and doesn't look.

Adria - There's a fruit.

Jaybe - That's the farmer.

Adria - That's Jim Jeffers.

Johnnie - Sit quietly in chair.

Darna - Leaves room to bang on nails.

ATTENTION DURING THE T.V. PERFORMANCE (Con't)

Derrick - "Oh see that."

Acquanta - Points to the apples. "Look at that, we got apples."

Ricki - I got some apples.

Acquanta - We got apples.

Tyrone - Grapes, banana.

Ken - replies to Jim, repeats corn, cucumbers, carrots, cauliflower, tomatoes.

Phillip - Tomatoes. That's a heavy head of cabbage.

Augustana - 2/8/66. Bones

Patrick - Look at that boy---that's Craig.

Pam - "That's Jim Jeffers." (3 times)

Pam - "Open that book" (to Katrina) "I want to see the little bones.
"I have one of those," referring to leg bones."

Phillip - "I have those, too" see?

Dana - "Look at my arm bone".

Jim - "Say can you find your bone?

Children, in general answer yes and point.

Wilbur - I scared of skeletons.

Wilbur - There's Miss Whitley's boy - (referring to one of the children on the program preview beginning). (However, the boy Wilbur was referring to was another boy).

Jim - "Who can find his rib bone"?

Walter - "I can-I can, here dey is".
"I feel dem-dey hard".

Maurice - "Who is that?" Who is the teacher?

Teacher - "That's Jim Jeffers".

Darnell left the room and returned in a moment.

Darnell - "I scared".

Frances - "I ain't scared, Darnell, why you scared?"

Darnell doesn't respond.

Eric shows Darnell his shoulder bone.

Frances responds - I have a skeleton in my back.

ATTENTION DURING THE T.V. PERFORMANCE (continued)

Trinity 2/16/66 - Trip to the Television Studio

Jim J. - "Would you like to see the T.V. camera take a picture of me?"
Children - "Yes"

Jim J. - "Can you see me?"
Children - "Yes"
Jim J. - "Do you still see me?"
Children - "Yes"

Jim J. - "Hey, you still hear me?"
McKinley - "Yes, I still hear you."

Jim J. - "Do you believe me?"
McKinley - "Yes, I believe you."

Jim J. - "Would you like for me to move it in?"
Children - "Yes"

Jim J. (on top of ladder) - "Can you see me up here?"
Children - "Yes"
Jim J. - "What's he doing? The whole things "going up."
The children laughed at this statement.
Jim J. - "Want me to do that again?"
Children - "Yes"
One girl hollered - "Do it again."

Mark told the boy next to him - "Roundabout is coming on."
The boy said to him - "I bet Roundabout ain't coming on."
When Roundabout came on, Mark said, "There's Roundabout."

Trinity - Bones - 2/9/66

One girl to another - "Ha, ha, look at that skeleton".
Other girl - "That ain't no skeleton, he's a monster."

Annette- (pointing to the skeleton) "That's a monster, teacher, that's
a monster."

Teacher - "No, that's a human."
Annette - "What's his name?"
Another boy - "Look, hey look, he's naked."

IDENTIFICATION WITH JIM JEFFERS

Augustana 2/7/66

Joey - Where's Jim Jeffers

Jaybe - Jim Jeffrey, Jim Jeffrey

Joey - Jim Jeffers was already on. I want to see him now.

Pamela - When I asked her what that was (pointing to a drum). She said that's a Jim Jeffers.

Ricki - Jim Jeffers is coming.

Walter - Points to Jim. That's Jim Jeffers. What's Jim Jeffers.

Walter - Jim Jeffers, Jim Jeffers.

Adria - Jim Jeffers lives in a house points to T.V. that's Jim Jeffers.

Joey - That's Jim Jeffers and I'm Batman.

Say his name several times - Walter, Ricki, Aquanita and Ken point - says Jim Jeffers.

2/8/66

There was a long episode with Batman. David has been made Batman. He uses block as a microphone or telephone calling the police. Tells them to come immediately "you come on now--you hear--someone is in my house--ok.--o.k. etc." Then Gigi tries to kill Batman--several children come to help him--but he falls to the ground--they pick him up, carry him away--as it is time to leave for Post Office.

Teacher asked "Who is that" referring to Jim Jeffers - no response.

Trinity - 2/16/66 Camera

One boy said to another boy - "That's Jim. Look at Jim, wowee!

Chris said to the boy setting next to him, "Look at Jim Jeffers".

Chris - "Look at Jim". (Jim was climbing a ladder.)

McKinley - He (Jim) said, "You're welcome, anytime."

Jim was about to climb a ladder and Angela jumped out of her chair, pointed her finger at the screen and said, "Look at Jim."

Jim made a statement about the cameraman. His last words were "camera-man did". Angela repeated "cameraman did".

Jim pulls his ears, one boy does the same.

Jim - "Just like a sliding board."

Roosevelt - "Just like a sliding board."

2/8/66

When ROUNDABOUT first came on, Valerie asked, "Where's ROUNDABOUT?" McKinley said, "That's not ROUNDABOUT, that's Jim Jeffers." Then McKinley said "ROUNDABOUT." And Valerie said "ROUNDABOUT".

Jim said a difficult word and the children were trying to repeat it. Michael and Valerie said "Scapin"

Jim was naming the vegetables he saw in the market. The children named them also, "corn, celery, lettuce, cucumber, cabbage. Children - "Get me one."

Valerie identified Jim with a person she knows. She said Bobby got one of those, (She was rubbing her finger under her nose).

Antoine points to Jim and says to a boy next to him, "That's the man we saw outside yesterday."

Trinity 2/15/66

Jim J. - "Bye, Everybody"

Mark - "Bye"

Jim J. - "I'll be back"

Mark - "No, you ain't going to come back no more."

UTILIZATION OF TELEVISION BY THE TEACHERS (For Monitors Only)
Category 4

St. Stephen's

2/8/66

As TV program began, teacher placed a bowl of plastic fruit on table near the children. Immediately after the program she asked one child to bring over the bowl. She held up various fruits and asked the children to identify them and to identify the color of the fruit. Teacher also asked what one does with fruit before eating and asked children to wash their fruits. During the paint time, she asked the children to paint fruits. The children responded to the suggestion that they paint fruit by volunteering to paint carrots, apples, etc.

Teacher took children to the grocery store, pointed out different fruits and asked them to identify. They responded all together upon seeing onions, tomatoes, apples. When asked about a grapefruit, one boy said it was a marshmallow. She asked whether each piece was a fruit or a vegetable, and they answered.

Five years olds. The teacher holds up pieces of fruit (the pieces of fruit are paper cut-outs). She asks, "What have we here?" Arthur replies, "A carrot". Teacher, "Who wants to draw it?" Arthur says he wants to color it. Teacher asks what color he will use. The class replies, "Orange". The teacher holds up other fruits and goes through the same questioning process.

Later in the morning the teacher asked the children, "What did the man buy at the store today?"

Toni - "Fruit".

Teacher - "How did he bring the fruit to the store?"

Child - "In a truck."

Teacher took children to the grocery store, bought fruits for them to play with the next day. Children identified fruits.

During the program, teacher made statements and asked questions. "See how they sell the fruits and vegetables that you drew?" "Shh! I want to see what's going on there." "And after he buys fruit, he goes on to vegetable." Jim said, "Check out counter." Teacher repeated, "Check out counter." "See, he goes to produce counter, picks up fruit and sells it to Mommy." "See string beans." Children, "Yeah, yeah." Teacher, "That's a vegetable." "He puts the vegetables in his truck. Right?" Children, "Right." "See the plane, the vegetables come from all over the world." "You make good salad with tomatoes." "What is he going to do with the vegetables?" Child, "Give it to his mother." "No, he will cook vegetables and wash the fruits."

2/9/66

Teacher asks, immediately after program, if they would like to make skeletons out of clay. Kathy said, "I want to make a bone." Teacher said, "What did you see on TV?" Shari, "Skeleton." The teacher pointed to different bones and the children identified them---"Neck bone, head bone, finger bone, leg bone, etc." Sharon was the only child that identified all the bones.

The teacher had the children play drums made of tin cans to African music. The teacher noted, however, that the children had been playing drums long before the TV show on drums was presented.

At the end of the program, the teacher asked, "What did you see on TV?" Each child, when asked, answered, "Superman." There was no further discussion.

2/10/66

The teacher held up a paper skeleton and asked children to identify various bones. They did well in naming the parts, but could not identify the ribs. She held up a skeletal torso (without extremities) and asked, "What's missing?" They responded, "Arms and legs." We then passed out skeleton torsos and had them attach the arm and leg bones with paper fasteners. The children also could not identify their elbows. They pointed to their shoulder. When the children put the extremities on the torso, they forgot to put two bones for each arm and leg. The teacher had to explain that the skeleton needs bones on his arm (or leg) so he could bend it. Some children had difficulty in assembling the skeleton.

After the children had assembled the skeleton, one girl continuously sang "Connected to the back bone, connected to the back bone", etc.

Girl - "Where does the arm go?"

Teacher - "Kevin, show her."

Teacher - "Where is your hip bone?" Made children feel for hip bone and then children were instructed to attach legs to hips.

Teacher - "But you know what you did Arthur? You gave him legs that ended to his knees. I think he needs another bone." (Shows boy two bones on his own legs.)

Teacher - "What bone is this?" (pointing to the hip bone)

Children - "Bellie bone."

Teacher - "There are no bones in the stomach, it is a hip bone."

Teacher - "What bone is this?" (pointing to the elbow)

Children - "Elbow."

Teacher - "What bone is in the back?"

Children - "Neck bone, chest bone."

Teacher - "No, collar bone."

Teacher - "What is this?" (pointing to the ribs)

Children - "Tee bone."

Teacher - "No rib bones."

Teacher - "What is this (pointing to the jaw bone)

Children - "Chin."

Teacher - "It is called a jaw bone."

Teacher - "Do you have a bone in the nose?"

Children - "Yes."

Teacher - "No, see it wiggles."

Teacher - "See the skeleton bones? He is going to show a skeleton."

"We have bones like the skeleton." (feels bone on the nose)

Teacher sings the bone song along with the children at the end of the show. Many children look at her to see what motions to do, instead of looking at the TV. At times, the teacher did not seem too enthusiastic.

APPENDIX VIII

Consultants to ROUNDABOUT

CONSULTANTS TO ROUNDABOUT

Dr. Evangeline Howlette Ward,

Assistant Professor of Early Childhood and Elementary Education

Temple University

Philadelphia, Pa.

Dr. Lester Beck

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San Pedro, California

Dr. James L. Hymes

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APPENDIX IX

INTERIM REPORT - SPRING, 1966

Behavior Trends of Pre-School
Children Watching Educational TV

Kay Burke
June Gittelson

Behavior Trends of Pre-School Children Watching Educational TV

This paper attempts to briefly discuss behavior trends thus far revealed in a view of the data acquired from observing teachers and children who participate in the Educational TV series now in operation in five (5) Cardozo Area Model Pre-Schools. Reported observations are generally stated in terms of the four major variables which were depicted as pertinent in this design.

Since this report is dealing with behavior trends up to this point in time, the findings are not fixed and are consequently subject to change as the program progresses.

A. Category I - Attention in Pre-School Children

The data indicates that the designated observables for attentive behavior (See Design-Appendix I) in pre-school children are qualitatively related to the television content. Hence the trends revealed by the data, thus far, demonstrate that specific kinds of content stimulate different types of reactions 1/ in children.

Children, are for the most part, far more receptive to programs which employ rhythm as either a central or peripheral segment of the content. This receptivity is apparent through such demonstrative behaviors as: The childrens' calling their peers attention to the program, asking questions about the performers or the propps, nudging or poking one another, pointing

1/ The words reaction, behavior and response will be used interchangeably through out this paper.

at some element or feature in the program, moving in time to music, and merely watching the program intensely.

Children react differently to content which affords them the opportunities to participate in motoric (i.e. learning a song, a dance, to play a musical instrument, etc.), and verbal activities (which permits them to answer questions, repeat various words and phrases, etc). The childrens' behavioral responses associated with motoric activities are: mimicking the performer, rhythmical movement of the hands, fingers, feet, legs, and arms, smiling and displaying general excitement. 2/

Content which introduces too much discourse or dialogue, particularly between two adults, receives responses of a different nature. Again, if one chooses between the two opposing alternatives - receptive vis a vis non-receptive, to describe the childrens' behaviors, in these instances, the latter term, non-receptive, would be appropos. During such shows, the children play with other toys or children, wander away from the TV set, look around the room, and make noises which are both loud and distracting.

Similarly, these same kinds of reactions appear throughout programs having content that is too complex. (complex, here, refers to those programs which have an exceedingly large number of activities in the content which are subtly related and usually beyond the repertoire of the children i.e. clay show, and the construction show.)

2/ One should note, here, that verbal communication is at a bear minimum. The discourse which does occur is often remarks of competition i.e. "I can do that too," "I have one of those at home." These reactions are common in this age group, according to Piaget and others.

B. Category II - Identification with Jim Jeffers

So Far, the children do not see Jim Jeffers as a member of their family. Rather, he stimulates children to see a father and son relationship between him and the other male children who appear with him from time to time.

Children do express concern over his whereabouts, what he's doing and how he got to a certain place. Times have arisen when the children wanted to take Jim home and show him to some family member.

More frequently than not, there are tendencies for the children to identify more closely with Jim's TV role; that of a performer. Synonymous with the way children relate to "Batman" and "Hercules" roles (who incidently are his strongest competitors), they relate to the role of Jim; mocking him, doing what he does etc.

Occasionally, unlike Batman and Hercules, Jim becomes a realistic figure, 3/ Fortunately or unfortunately, this usually occurs as a result of Jim's articulation of abstract commitments. Very often children view these commitments as if they are literal promises; deserving and receiving their real expectations. Consequently the lack of fulfillment of such promises creates real disappointment and sometimes anger. One example of this was seen when Jim, on a particular show, told the children he was going to take them there (to the market) and on TV, he in fact did. One little girl viewed this as actually having Jim come and take her to a market in the near future. The next time she refused to watch the program; her rationale was "Jim promised to take me with him but didn't." Another example occurred when a child asked Jim on one of his personal visits to the school if he would wave at her,

if she waved at him. He said he would the next TV show. The little girl waved at him during the entire program but received no wave in return. At the end of the viewing, she was very angry saying, "He said he would wave and he didn't."

Frequently Jim enters into the realms of the pre-schoolers competitive behavior; they see people with certain objects and say, "Jim has one of those," or they see people doing something and they respond, "Jim can do that."

Strangely enough, Jim becomes involved in their "labeling " activities which are being taught in the pre-school. During play time, for example they want to sing that Jim Jeffers song rather than the song from "Roundabout". 4/

Categories C and D - Utilization of Television by the Teachers and Children

Since the data indicates that there is a growing interdependency between the above categories, observations of said categories take on greater meaning if jointly reported.

Very often, the observations demonstrate that utilization by the children is a function of utilization by the teachers; that is to say, those teachers who are concerned with the implementation of TV materials and information tend to encourage their children to use the available toys, materials, and information related to television. Teachers who do not express such concern do not give their children the said encouragement. Hence, children show lesser degrees of utilization.

3/ This is said with hesitation, Batman and Hercules could become realistic figures, but that hasn't been monitored.

4/ Name of Program.

Also, the quality of utilization by the children is related to the teachers' teaching style. Teachers who are prone to reinforce the television activities through structured exercises receive more organized responses from the children with whom they are working. Thus, the organized responses of the children are: orderly working habits, concentration on the task, task orientation, and less random verbal and motor behavior. Teachers who permit children to select the activity in which they desire to become involved find the children are: less cooperative, disorderly in their working habits, less task oriented, more random in their verbal and motor behavior, and less conscientious about their work. 5/

Those teachers who show absolutely no utilization tend to stimulate the children to participate in daily routine activities - their only activity related to TV is watching the show.

5/ There are instances where this is only partially true-- i.e. Only some of these factors are prevalent, some are not. This will be discussed more fully in our final report.

Research Problems

A universal problem which generates from the researcher observing people in their natural setting is the atmosphere of suspicion often created by his mere presence. Unfortunately, individuals who are being observed are quite confident that the researcher is not doing what he says he is doing and is "policing" their behavior. Teachers' beliefs are often accompanied by pseudo-teaching styles which tend to normalize or change over time.

The monitor, who observes and records these behaviors often finds it hard to discern which teaching styles are valid.

Occasionally, researchers are seen as "the system's reformer." That is, the exact person to speak with in order to get something done or some changes made, regardless of what that something is. Therefore, it is necessary in most instances to constantly define the role of the researcher within the system's structure.

The role of the monitor as a non-participant observer can be a problem particularly in the pre-school where the teachers are training aides to work. The monitors, whose job is to observe and record appear to be doing fewer chores. It becomes necessary to ask the monitors to lend a helping hand when it does not conflict with their duties and at the same time, remain as obstruce as possible. Sometimes it is necessary to place further limits on their observation time.

APPENDIX X

Progress Report October 30, 1965

USOE Contract OE 5-16-040

Project Title: A National Demonstration Project Utilizing
Televised Materials for the Formal Education
of Culturally Disadvantaged Preschool Children.

Contractor: United Planning Organization of the Greater
Washington Capitol Area.

United Planning Organization began, on June 1, 1965 under a letter contract authorizing it to incur expenses, to undertake the planning, development and design of "A National Demonstration Project Utilizing Televised Materials for the Formal Education of Culturally Disadvantaged Pre-school Children".

The preliminary stages of the project during the period of this report, and prior to actual production, involved cooperation with WETA, and was undertaken jointly.

These efforts included the recruitment of a specialist in Early Childhood Education who would be responsible for the program content on the WETA Staff. This proved to be a task the difficulty of which was not anticipated at the time the original plan of operation was created.

After a great deal of interviewing, correspondence, etc., a candidate who seemed to meet the qualifications of this innovative project was found in the person of Rose Mukerji of Brooklyn College, who was appointed to the staff of WETA on September 1, 1965.

Simultaneous with this search, a local recruitment effort was going on through the network of UPO Neighborhood Centers and other UPO Programs for candidates to audition for the on-camera personality.

The decision had been made by the framers of the original proposal that it was essential that the on-camera personality should be a familiar figure in the lives of the target population to whom the series was aimed. At the same time, it had been decided that a professional teacher or actor might not provide the kind of spontaneous relationship with young children which was being sought for this role--a kind of older brother, uncle or young father who would be supportive and sympathetic.

Audition procedures were set up jointly by WETA and UPO and an informal "performance" was devised by which it was hoped that the candidates' ability to work with children, ideas and objects could be determined. Several auditioners seemed to possess these qualities, and ultimately Milton Rooks was selected on the basis of a rating scale, committee screening of audition tapes and interviews.

The project was thus able to move from the planning and preparation stage into the actual development of guidelines and the design of materials for production after September 1, 1965.

The UPO Research Division engaged two staff people to develop its plans during this period who familiarized themselves with materials relating to the medium of television. Since the use of television as an educational tool for pre-school children is an innovation, the literature was very sparse.

The instruments for measuring the effectiveness of television for pre-school children in a classroom setting thus had to be devised by the UPO Research Division, in consultation with the WETA Project Staff and the designers of the proposal, Mr. Robert Smith of WETA and Mrs. Diane D. Sternberg of UPO.

During the developmental stage of the project, in September and October, plans were jointly drawn by UPO and WETA to create the general outlines of the series.

United Planning Organization made available many community resources which could be brought to bear on the orientation of this series to the inner-city pre-school child. In addition, UPO was able to provide auxiliary personnel who could act as resources for the WETA Staff.

The first conference of consultants which had been planned in the earlier schedule was postponed to a later date in order that greater use could be made of their services by both WETA Staff and UPO Research. It was felt that some product should be available for screening and discussion before the consultants were called in to evaluate and suggest changes.

The interest of the community in the series was aroused during this preliminary period through meetings with pre-school people who operate in a variety of settings. In addition, written materials were made available describing the goals and purposes of this project to scores of pre-schools, day care centers, church schools, etc. for the purpose of eliciting their interest and their utilization of the series when it ultimately goes on the air.

A Resident Advisory Committee consisting of the Cardozo Model School Pre-school teachers and others concerned with and knowledgeable about the inner city pre-school child is being created by United Planning Organization to advise the project staff, and provide immediate feedback on the basis of program utilization in the classroom.

APPENDIX XI

Progress Report January 31, 1966

USOE Contract OE 5-16-040

Project Title: A National Demonstration Project Utilizing
Televised Materials for the Formal Education
of Culturally Disadvantaged Pre-school Children.

Contractor: United Planning Organization of the Greater
Washington Capitol Area.

The period of this report covers the active preplanning stages, preliminary production, and early screening of the pre-school television project ROUNABOUT.

Guidelines were established jointly between WETA/Ch. 26 and the United Planning Organization which governed the physical setting of the series, the general framework of subject matter, and the use and recruitment of auxiliary and resource personnel who were to contribute to the series.

During this developmental phase, the evaluation team was designing instruments for use once the series was underway, and familiarizing themselves with the children and staff of the preschools who would utilize the programs.

The early stages of production by the WETA team involved a great deal of experimentation and reorientation of traditional ways of preceeding --due in part to the nature of the population being served, and in part to the age group--and the general lack of experience with both.

The early segments which were produced on both film and tape were screened experimentally in several of the Cardozo area pre-schools in order for the production team from WETA to judge its work, and the evaluation team from UPO to gauge the responses of the children and teachers. At the same time, the UPO monitors were trying out various instruments to learn which evaluation procedures seemed appropriate.

After the November try-out period, UPO convened part of its panel of consultants to the project, at the request of the WETA staff who felt the need of consultant guidance. At the same time, the UPO evaluators looked to the consultants for advice and guidance in the preparation of their ultimate design.

Three of the five-member panel were able to come together. Dr. Lester Beck, Dr. Evangeline H. Ward, and Dr. James Hymes met with WETA staff and appropriate UPO personnel on Monday, December 13, 1965 to view representative programs already produced, comment, criticize and offer suggestions for change. There was a good deal of excitement expressed by the consultants around the "poverty" approach to the pre-school child in an urban setting; the designing of a set, for instance, which reproduces the familiar surroundings of the child's neighborhood. In addition, the attempt to use personalities on the program who more accurately reflect the environment and life style of the children watching was viewed as a really innovative feature of pre-school television programming.

The consultants were also able to provide specific guidance to the UPO research staff in commenting on their draft presentation of evaluation design. Techniques in eliciting information from teachers were discussed.

The consultants agreed that the innovative and experimental nature of this series is such that traditional research techniques would hardly be appropriate or meaningful. As a result, they strongly urged that a "descriptive" type of evaluation be made, based on anecdotal records kept by teachers and program monitors.

Questionnaires will be developed which will call for teacher and monitor response, as well as observations which will be recorded over a period of time in the pre-school centers by monitors and teachers, in both the viewing, and post-viewing contexts.

The question of measuring the "effectiveness" of the series loomed as an imponderable, at this time as the consultants realized how much it would depend on the utilization by teachers of the programs. Depending on the teachers own interest in the series, or various segments of it, and/or the teaching styles of the several teachers might determine how much the individual child gained from an exposure to the program itself.

For instance, if a teacher reinforced the subject matter of a given program by providing materials in the classroom related to the program, talked about it both prior to viewing and afterward, and generally integrated the material into the day's activities, the chances of the child gaining much that is meaningful from the TV exposure seem to be greater than that of the teacher who merely turns on the set at the given time, and turns it off when the program is over--regardless of the merits of the program content itself.

The consultants concluded in view of the many variables, that an honest description of what goes on in the classroom at certain designated times seemed to be the best way of dealing with the question. At the same time, they suggested that as many supportive materials as possible be made available to the teachers in the form of guides, bibliographies, actual materials used on the program and duplicatable for the classroom, etc.

The perspective that the consultants brought required some rethinking of the direction of the project, and some programs were changed in part or in their entirety. The production schedule was thus delayed, and WETA moved its target date for putting ROUNDABOUT on the air to January 7.

UPO mounted an extensive campaign to inform all of the pre-schools, day care center, nurseries, institutions which care for young children, church-sponsored groups, etc. of the coming of ROUNDABOUT. There was a good deal of community response and interest, and an indication that a number of pre-schools are using the series in addition to those officially connected with UPO and the public school system.

UPO continued to arrange for the children, teachers and other personnel in its pre-schools to appear from time to time in the production of the program, as requested by the WETA staff.

The schedule for screening the programs evolved from experience in the early weeks of playback. The program was shown two times daily so that the children in each morning and afternoon sessions of the pre-schools could be accommodated. In addition, it became clear that production could not keep pace with the original schedule as outlined in the proposal. It was thus decided to show each program on two consecutive days, thus allowing for more intensive use of the material in the school, and at the same time, permitting smaller groups to watch at one time. This relieved the WETA staff of a great deal of pressure in turning out programs of an experimental nature with some staff who had little experience in the medium, and at the same time, provided an opportunity to produce higher quality programs.

The first three weeks of actual playback time were thus used to assess utilization in the pre-schools and to arrive at some flexibility in the times of playback.

Suggestions were made by teachers as to convenient daily times, and some rearrangement of the original schedules were planned.

The UPO monitoring teams were asked to provide information on relative time schedules, and after evaluating this material through February, a decision will be made on the basis of teacher and pupil response on the possibility of revising such schedules.

APPENDIX XII

Progress Report March 31, 1966

USOE Contract OE 5-16-040

Project Title: A National Demonstration Project Utilizing Televised Materials for the Formal Education of Culturally Disadvantaged Pre-school Children.

Contractor: United Planning Organization of the Greater Washington Capitol Area.

This report covers the period of January 31, 1966 to March 31, 1966. During this time, the early uncertainties about the production of ROUNABOUT became fewer, and all those concerned with the project became more familiar with the goals of the project, and more importantly, the means to implement those goals.

Experimentation was the key in every phase of the project during this period.

Time schedules were changed, as the pre-school teachers using the program began to integrate it into their daily activities planning Twice daily scheduling seemed to be most useful, as each school center had two sessions with 40 children in each.

There was great variety in utilization, and of course therefore, in effectiveness on programming.

Teachers from varying backgrounds and experience and training approached the notion of televised materials for pre-school use in a variety of ways. UPO staff worked closely with the Director of the Pre-School Program in an effort to maximize the benefits that were available through the series.

As the preliminary UPO Monitoring reports began to show, there were so many variables in children, teaching style, physical facilities, response, etc., that each day brought new reactions and situations which were made available to the WETA production staff as feed back for them to build into future programming.

UPO continued to make children from the pre-schools available for production, as one of the primary goals of the original project proposal included a commitment to showing "disadvantaged" inner-city children in positive relationships and roles to an audience of their peers. UPO maintained this commitment in the face of apparent production difficulties caused by the inexperience of the on-camera performer and the generally difficult task of producing programs with young children in unstructured and unrehearsed situations.

The resolution of some of the problems attending the use of groups of children was in the nature of a compromise.. The multiple goals originally enunciated for the project may prove to be unrealistic in terms of the limitations imposed by production, staffing and time. However, UPO continues to strive for a maximum integration of children into program content so that the positive model of familiar children can be achieved for residents of the inner-city.

During this period, UPO produced, at the request of WETA, several 30 minute teacher-parent programs.

This series of "Friday" programs, called "Teachers ROUNDABOUT," is designed to offer in-service training to teachers, aides, and other staff, as well as provide information and guidance to the parents of children in the pre-schools.

The first program in the series which was taped on February 16, 1966 was designed to provide the audience with a global view of the Community Action program with the emphasis on the relationship of the pre-school, its staff, and parents to the poverty program.

The Director of Community Organization of the United Planning Organization acted as moderator of the program. Staff members from Neighborhood Development Centers, the head teacher of one of the pre-schools and a neighborhood worker from a Center completed the panel.

One of the aims of this program was to help pre-school staffs see the connection between their jobs in the pre-school, and the total community action thrust of the poverty program.

An interesting by-product of this panel was the communication which occurred among the participants, and the increased understanding of each other's roles in the total fight against poverty on the local scene.

The program itself was lively, informative, and far reaching in scope, making it the most useful overview of a poverty program's activities that this writer has seen anywhere.

The second program in this United Planning Organization produced series taped on March 9, 1966 was based on one of the United Planning Organization component services, the Consumer Education Program.

The Director of this program served as moderator. The other participants were consumer specialists from the Neighborhood Development Centers, a pre-school teacher, and a mother of a pre-school child.

Visuals were used to great advantage in this program, as two comparison shopping baskets were filled with commonly-used household items and foods, showing economical methods of purchasing in sizes, house brands of various products, deceptive packaging, etc.

Role playing was also utilized with great success as the panel portrayed door-to-door high pressure sales tactics with low income residents who were not able to resist the "promises" of such unscrupulous salesmen.

There were charts on credit buying, and discussion around the special problems of low-income people in purchasing major equipment, budgeting their limited resources, and trying to get the most value for the least money.

Special emphasis was given to problems of nutrition and clothes buying for the pre-school child, and many suggestions were offered on the availability of quality used clothing, advice in home sewing, etc.

Again, the participants enjoyed the opportunity to exchange ideas and learn from one another how each fitted into the total community effort.

One observation about these programs is their general applicability to most urban settings. Though the specifics, names, places, etc. apply to Washington, much can be generalized from the local experience to the national, and as such, this "series within a series" might be interesting and useful to other communities.

A third program in the series, taped on March 23, 1966, related to parent involvement in the pre-school program. The role of the teacher, the parent, and the aides were discussed by a panel of teachers, a parent education specialist, and a pre-school mother.

The emphasis was on the "special" nature of parent participation in a low income community, the necessity for school staff to reach out to parents to involve them in participation which may not be familiar to them, and, interestingly, the resource that low-income parents can provide to teachers, if only the teacher is sensitive to what such parents have to offer.

The pre-school in an inner city neighborhood serves a somewhat special role for its pupils and their parents, and the teacher must be especially aware of means to involve the parents in meaningful activity. She also serves as an educator of adults as well as children and must be attuned to this "new" role as well.

In February, UPO called a meeting of head teachers and teachers in the pre-schools to try to work out any problems that may have arisen during the early months of programming. There had been some misunderstanding of the role of the program monitors which was cleared up at this session. A general discussion of program content and how it can be more effectively related to classroom activities was helpful to the participants.

A theme which has become apparent as time goes on is the vast degree of variation in utilization and response from school to school, and teacher to teacher. It is also increasingly clear that the total impact of this series will be in no small measure determined by how the individual teacher in her classroom perceives its importance, and thus exploits its opportunities, or remains relatively uninvolved and passive in utilization.

APPENDIX XIII

**Letters & Fact Sheet to Pre-Schools,
Day Care Centers, Church-Sponsored
Nurseries, etc.**

Dear

The enclosed Fact Sheet describes what we think will be a very exciting innovation in the education of young children.

The combined resources of the United Planning Organization and Ch. 26/WETA have been brought together to design and create this series which is aimed specifically at three and four year olds who come from so-called "disadvantaged" backgrounds. The series will, at the same time, be entirely appropriate and interesting to children from all economic and social groups.

This demonstration project will be directed at children in classrooms, day care centers, church nursery schools or any group of pre-schoolers who are gathered together for purposes of enriching and broadening their lives.

There will be a teacher's guide to accompany the series to help teachers and parents alike to utilize the telecast materials most effectively.

In addition, one-half hour program a week will serve as in-service teacher training for those who work in inner city pre-schools. The programs will present authorities in child development, urban sociology, pediatrics, child psychiatry and other relevant fields to enable those actually working with children in pre-school settings to strengthen their skills and deepen their understandings of the urban pre-school child.

There will also be previews of the following week's programming so that teachers and parents alike can assemble materials similar to those used on the programs. This will encourage utilization of the programs in the classroom and thus reinforce the content for the children.

One of the major aims of this series is to involve the child viewer actively in what happens on the television screen. This may mean he will want to use materials which are demonstrated such as clay, finger paints, puppets, etc. or he may be moved to dance or sing or role play as a result of what he has experienced on television. In any case, the teacher will want to be prepared with appropriate materials so that the impact of the television experience can be fully exploited in the after-viewing period.

These factors, plus the introduction of large numbers of children who come from the Cardozo Area and other inner city neighborhoods as actual participants on the telecasts, will bring new concepts of self-image to the children viewing the series.

The major on-camera performer, Mr. Milton Rocks, who will serve in a father-uncle-friend role, will also bring a quality of sympathy and steady support to the viewers. This is in distinct contrast to the often frantic desire to please and entertain so frequently seen on most children's television programs.

The series will be shown over WETA-TV/ Ch. 26 twice daily morning and afternoon, four days a week for fifteen minutes. The fifth day's program, for teachers and parents, will be shown two times, for one-half hour each.

We hope this brief outline will interest your organization in participating in this unique experiment in pre-school education.

I would be pleased to provide you with any further information you desire.

Sincerely yours,

Diane D. Sternberg
Project Director, UPO

DDS/dl

Enclosure

A Television Series for Preschool Children

produced by
WETA - TV
Washington, D.C.

in cooperation with
THE UNITED PLANNING ORGANIZATION
AND
THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

WHAT IT IS

"Roundabout" is a unique videotape television series of 104 fifteen-minute programs developed especially for viewing by three-to-five year old children living in the inner city. The programs are planned for preschool classroom viewing as well as for individual viewing in the home.

PROGRAM CONTENT

Programs are designed to sharpen the focus on educational stimuli within the children's environment; and to broaden their contacts with the wider world. They bring to the youngsters a large variety of experiences, a wide range of ideas and information, and an extensive contact with resource persons having relevance to them and their lives, with special emphasis upon experiences that are difficult or impossible to provide in the classroom or at home. Language and concept development are an integral part of all of the programs in the series.

The series focuses primarily on:

- ... **SCIENCE AND MATHEMATICAL CONCEPTS** - stimulating children's curiosity about, and awareness of, their environment.
- ... **CREATIVE EXPRESSION** - encouraging expression through the creative arts such as music, dance, drama, puppetry, stories and graphic arts.
- ... **A WIDER WORLD** - expanding children's horizons through filmed field trips to places in the city and the country seldom seen, such as water fronts, construction sights, community establishments and cultural centers, as well as visits on location with a wide range of people in various jobs - to underscore attitudes of appreciation and respect for them.
- ... **THE CHILD** - candid cinematography of children in various situations of expressive behavior and interpersonal relations.

One unique feature is the on-camera sustaining character of "Jim Jeffers," a young father-uncle type who is interested in young children, who enjoys sharing ideas and events with them, and who represents a model in their own neighborhood setting. Milton ROOKE, who plays "Jim Jeffers," is a graduate of Howard University with considerable experience in working with families in center city communities.

FOR TEACHERS

A concurrent series of 26 half-hour programs, "Teacher's Roundabout," guides teachers, assistants, and aides of preschools in the effective use of the television programs. It also provides in-service training for those working primarily with children and their families in metropolitan poverty areas.

SCOPE OF PROJECT

Entitled "A National Demonstration Project Utilizing Televised Materials for the Formal Education of Culturally Disadvantaged Preschool Children," the project will attempt to determine and demonstrate the effective uses of educational television for three-to-five year old children attending a regular public preschool in low-income urban centers. Specially produced programs will be telecast twice daily, four days weekly, on WETA-TV, and will be viewed by the children in their preschool rooms.

The effects of introducing television into the classroom for children of this age will be evaluated by the United Planning Organization, and measures of change in both children and teachers will be noted. Constant feedback from the evaluation team will provide useful information in the construction of future programs. In addition, there will be a descriptive analysis of the data gathered over the life of the series for long-range evaluation of the television medium, the materials utilized and the success in reaching stated goals.

The project is conducted pursuant to contracts between WETA-TV and the United Planning Organization with the U.S. Department of Health, Education and Welfare, Office of Education, Division of Elementary-Secondary Research, under the provisions of Title VII-B of the National Defense Education Act. This project provides for the eventual distribution of videotape programs to other noncommercial educational television stations.

COOPERATING ORGANIZATIONS

The United Planning Organization is the official agency designated to coordinate the War on Poverty in the Metropolitan Washington area. In keeping with its charge to design and operate programs, specifically geared to serve the needs of the inner-city population, UPO has developed, together with WETA-TV, the plans and programming for "ROUNDABOUT." UPO brings a distinctive approach, based on available knowledge in the fields of sociology, urban problems, and the culture of poverty, to the preschool series. Some of the educational remedies for problems of poverty will be explored through this experimental program.

The Public Schools of the District of Columbia, Model School Division.
The Model School Division of the Public Schools was brought into existence to single out and solve the special educational problems of a center-city area. It includes unique public preschool centers, operated jointly by the Division and the United Planning Organization. These schools provide the primary target audience for the television programs.

WETA-TV, Channel 26 is the noncommercial educational television station serving the greater Washington, D.C. community with public affairs, cultural entertainment, adult educational and in-school instructional television programming. WETA-TV is the program producing and telecasting agency for this project.

PROJECT STAFF

for WETA-TV 2600 4th Street, N.W. Washington, D.C. 20001

Executive Producer - Robert D. Smith

Producer and Project Director - Dr. Rose Mukerji

Television Teacher - Milton Rooks

Television Director - M. Ray Williams

Production Assistant - David O. Olson

for United Planning Organization 1100 Vermont Avenue, N.W. Washington, D.C.

Project Director - Diane D. Sternberg

Research and Evaluation Director - Donald Henderson

for Model School Division, Public Schools of the District of Columbia

Asst. Superintendent - Norman Nickens

Preschool Director - Audrey Gibson

CONSULTANTS

Dr. Lester Beck, Portland State College, Portland, Oregon

Dr. Susan Gray, George Peabody College, Nashville, Tennessee

Dr. James L. Hymes, University of Maryland, College Park, Maryland

Dr. Kenneth Wann, Teachers College, Columbia University, New York, N.Y.

Dr. Evangeline Howlette Ward, Temple University, Philadelphia, Pa.

January 4, 1966

MEMORANDUM

TO: Nursery Schools, Day Care Centers, Institutions, Etc.
FROM: Diane D. Sternberg - UPO
RE: "Roundabout" Pre-school TV Series

This is to inform you of the starting dates of "Roundabout" and to acquaint you with the Teachers' Guides which will be available by request from Ch. 26/WETA, 2600 - 4th St., N.W. Washington, D.C.

The Series will begin with a Teachers "Roundabout" on Friday, January 10 at 2:30 and 3:30 P.M., and each Friday thereafter at the two times.

"Roundabout" for children will be shown starting Monday, January 10, at 9:30 A.M. and 2:45 P.M., daily, four days a week.

You will note that each program will be shown two times a day to accommodate morning and afternoon sessions of your schools, centers, etc. In addition, please note that each program will be shown on two successive days to assure maximum utilization, and to permit those schools and institutions which have classes too large for all children to view at one set to divide the classes for more comfortable viewing.

In this manner, over a two day period, all children in a center will have had the opportunity to participate in the program.

We look forward to hearing from you, and hope we can be of service to you in the utilization of this innovative series.